

RECREATION

— February 1945 —

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A Nutty Party

By Lea Kates

A "Brave New World"

By R. G. G. Bousfield

Something New in Education

By Strong Hinman

The Launching of the "Joseph Lee"

By Mary Lee

Recreation: New Obligations—New Approaches

By Harry A. Overstreet

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Not to Be Bought with Money

MONEY ALONE cannot buy *Life* for your children and mine. A certain amount is needed—people do want skating ponds, hills for coasting and skiing, bathing beaches, baseball and softball fields, tennis courts, golf links. People do need baseballs, skates, athletic equipment, violins, pianos, crafts material. And all this is important. However, it is surprising how much can be made out of how little.

But—a boy would rather have a father who can make a whistle out of a willow branch, who will swim with him, skate with him, tramp with him, guide him a little but not too much in making things for himself—than all the material equipment money can buy.

Money is not *the* important thing in recreation, whether it be federal, state or local, or whether it be in your own bank or in your own pocket.

What is important in recreation is the seeing eye, the hearing ear, the hand with the touch, the voice that lifts, the face that lights up, and even more the spirit of good fun that is within.

Now let us be honest—face facts. There are, in more cities than we care to admit, well-equipped playgrounds with very few children on them, well-furnished recreation center clubrooms for boys and girls, that are empty. Just so there are private homes with pianos and violins that are seldom used by the young people, elaborate craft tools that rust away, barely touched by human hands. The trouble is not lack of money. And these homes, these playgrounds, these recreation centers are sometimes not without leaders, even leaders with Ph.D. degrees.

On the other hand, here is a home always swarming with happy children at play; here is a backyard much used summer and winter; here is a playground, there a recreation center always used to capacity.

What is the difference? Whatever it is, it is not primarily money. Money alone, training at college alone, cannot bring the kind of leadership that makes life rich, deep, satisfying.

Recreation and the recreation spirit is caught, not taught. One man walks to the train and sees the beauty of the snow on the trees, hears the birds that are singing for him, is touched by the mystery of the stars at night, observes the goodly proportions of the public buildings, catches the story of the world about him, and the little girl that leaves her breakfast to walk with long steps to the train with him enjoys all that he enjoys, though few words are spoken, and she in turn becomes a real and true leader in recreation, a leader in life, and others feel with her that life is beautiful, that there is much to do that brings pleasure, and people like to be with her as they like to be with her father, "because she thinks of things," because "life with her is never dull." There's always a song, a little play, storytelling, a game, an athletic contest—you never can tell what.

The cities of our country need thousands, millions like her, who grew up in a world that has the recreation spirit, a world that is alive with good fun and happy activity.

The creation of this kind of spirit, this kind of climate, atmosphere in our homes, our churches, our schools and among our people, is what gives our playgrounds, our recreation centers an opportunity really to render their special service.

Already the recreation movement in America has land, buildings, facilities, valued at about six million dollars. There is still need for money—quite a lot of it—for freeing the right individuals with gifts for recreation leadership. But the greatest task of the recreation movement in America is not securing great amounts of federal money, of state money, or great gifts of private property for recreation use in localities, helpful as such gifts are. The greatest need is not for more money or more machinery of any kind.

The greatest need is to secure the spirit of recreation, the understanding of the possibilities of daily living on the part of all our people, so that larger sums of money can in the future be wisely used, because the people themselves in all the relationships of life carry the spirit of abundant living and demand the necessary facilities. And this cannot be bought with money.

HOWARD BRAUCHER

FEBRUARY 1945

February



Photo by Horace Bristol

Courtesy California Parent-Teacher

*They that go down to the sea in ships,
That do business in great waters*
—Psalm CVII.



The Launching of the "Joseph Lee"

By MARY LEE

ON NOVEMBER 27, 1944, under the grey, salt mist of a Northeasterly storm, a new Liberty Ship was given a name ancient in New England maritime history: "Joseph Lee," in honor of the man who for twenty-seven years was President of the National Recreation Association. Descendant of a long line of hard-handed seafaring men, of shipowners and designers, of prosperous India Merchants, a lover of the Massachusetts coast and of the great ocean out beyond, a man who lived a lifetime always within range of the barnacle-scented smell of the east wind, there was a deep appropriateness about the name and about the storm that dampened the yards of the New England Shipbuilding Corporation at South Portland, Maine, that winter morning. For Joseph Lee was of New England and its rigors, of a line of those "that go down to the sea in ships, that do business in great waters," but the name that he made for himself in New England reached out beyond its borders, as the ship that has been named for him will reach out to the farthest harbors of the far seas.

It was at the suggestion of the National Recreation Association that the United States Maritime Commission chose the name "Joseph Lee," and its sponsorship had the close cooperation and support of the Massachusetts Civic League, of which Mr. Lee was the founder and president for many years. The actual sponsor was Joseph Lee's granddaughter, Juliet Woodbury, daughter of his eldest daughter, Margaret Lee Southard.

It was a stormy day, a day of dampness and

mist that beat across the shipyards from the grey reaches of Casco Bay and the vast spaces of the North Atlantic, a day of rain and fog that dripped into the first early snowfall of November. The grey, steel prow of the new ship rose high above the heads of the little group of spectators, the black letters "Joseph Lee" along its rail melting away into the swirling mist above them. Sleet drizzled down onto the fur coats and gay corsage bouquets of the party of people who had come down from Boston, and onto a little knot of shipyard workers—overallled men and women in Gloucester fishermen's caps—who gathered at the railing of the East Area Construction Basin to watch while Joseph Lee's granddaughter, the moisture clinging to her bright curls, cracked a gaily-decked bottle of champagne across the waterline of the steel prow, the bottle's contents fizzling out onto her bouquet of pink roses, and onto cheeks still pinker.

"Wet day for a launching!" commented the down-Easters. . . .

Yet there was an appropriateness about the New England weather, for Joseph Lee was never one to let his purposes be dampened by the weather. Raised on the New England coast, the rigors of its climate were of his bone and sinew, and those who stood there knew that he would have loved to lower his head, pulling his hat well forward across his forehead and hunching up his shoulders, and forge ahead into the Nor'easter. Those who knew him knew that he would have rejoiced in sailing, as his grandfather, Henry Lee, sailed—and even

one of his uncles — out of Boston Harbor with spreading canvas creaking to the east wind, bound for Calcutta. . . . To stop a New Englander from the achievement of his purposes takes more than weather.

The little group at the railing of the basin that bleak New England morning understood this. For to everyone there the name and work of Joseph Lee had special meaning. His family were there: his widow, Mrs. Joseph Lee, who for twenty-five years before her marriage, as his secretary, Marion Snow, had acted as right-hand helper in his work for recreation and who, under the affectionate nickname "Snowie," was "guide, philosopher and friend" to all his children. His son was there, Joseph Lee, former member of the Boston School Committee, chief promoter of sailing-for-everybody on the Charles River, backer of the bill which has recently become a law creating the new Recreation Board of Boston of which he is a member. With him were Mrs. Lee, and their son, Joseph Lee III, aged nine, for whom an expedition to a ship launching seemed especially ordained. Mrs. Harry C. Southard, mother of the sponsor was there with Mr. Southard, who had ably piloted the group down from Boston by train. Mrs. Southard's son, Thomas C. Woodbury, stalwart twin brother of the ship's sponsor, was on hand with his camera. There, too, was Joseph Lee's second daughter, Miss Susan M. Lee, now actively carrying on his ideals for recreation by her work as Third Vice-President and Secretary of the Board of the National Recreation Association. Here, too, was Miss Amy W. Cabot, sister of Joseph Lee's first wife, Margaret Cabot Lee.

Also with the family party was Miss Mary Lee, granddaughter of Joseph Lee's uncle, the late Colonel Francis L. Lee, last of the Lee family to sail to Calcutta as a super-cargo, who, at his home on Lake Champlain, so Joseph Lee loved to relate, first initiated him into the mysteries of fishing, a recreation that lasted him a lifetime. Here, too, was Mrs. Robert G. Vickery, formerly Catharine Thacher, for years close neighbor and friend of the whole Lee family at their summer home at Cohasset, a fellow tautog fisherman in summer, and a member of Joseph Lee's skating expeditions on the Charles River in the winter.

Besides the family party were a number of those associated with him in the recreation movement: Miss Abbie Condit, Managing Editor of *RECREATION*; Mrs. Eva Whiting White, member of the Board of Directors of Community Recreation Ser-

vice of Boston, former Head Worker of Elizabeth Peabody House; Mrs. John R. McLane, a sponsor of the National Recreation Association, who came down from Manchester, New Hampshire, where she is a member of the Board of the Y.W.C.A. and an active worker for recreation, and Lieutenant Homer Wadsworth, U.S.N., now stationed at Portland, Superintendent of Recreation, Pittsburgh, Pa., on leave of absence.

A pleasant air of hospitality was added by the welcome of Maine recreation leaders: William J. Dougherty, Secretary-Engineer of the Park Commission of Portland; William T. Kiley, Director of Recreation of Portland, Mrs. Kiley and Mr. Kiley's mother; Granville Lee, former Director of Recreation of Portland, a veteran of eighty-eight years whose memory reached back to sailing ship days, and Bernard Campbell, Director of Recreation for South Portland, with Mrs. Campbell.

If the spirits of two former Joseph Lees, sea captains and ship designers, of Stephen Higginson, Patrick Tracy, Jonathan Jackson, George Cabot, were hovering in the mists above the shipyard they may have been disappointed in this modern launching. Here was none of the exciting chopping away of blocks, the sudden shudder of movement, the slow slide down greased ways, the great splash into the water that used to thrill spectators at the launchings of their brigs and brigantines at the shipyards of Newburyport and Salem in the days before the Jefferson Embargo. Modern launchings are not like that. The poetry is gone. The "Joseph Lee" stood there, stock still, propped up by a forest of iron pipes, while an elderly Italian gathered up old lunch papers and other scraps in a wheelbarrow on the dry bottom of the basin below the launching party. Indeed, she seemed no nearer to the water after the champagne bottle was cracked than she had before. But officials of the shipyard assured the sponsors that some time during the night, the water would be let into the basin, and a tug would tow her out, unromantically, into Portland Harbor.

Yet there was romance of a modern kind in the mere fact of the great ship's existence; the ship was completed in fifty-eight days from the laying of its keel, the Company's officials said. The poetry of modern times is Speed.

After the launching, the company was shown to the office of the New England Shipbuilding Corporation's President, Andrew B. Sides, by John H. Baker, Secretary of the Corporation. Mr. Sides made a cordial address of greeting, pointing out

that the "Joseph Lee" stood in the basin between two other Liberty Ships nearing completion—the "Wendell Willkie" on the one hand, and the "Alfred E. Smith" on the other, each named for a liberal and forward-looking leader in his own field. And here, again, those who knew Joseph Lee smiled, wondering what witty wisecrack he would have brought forth at his ship's standing there, independent, between the Democrat and the Republican, as he had stood in life.

President Sides then presented Miss Woodbury with a large silver plate, engraved at its center: "Presented to Miss Juliet Woodbury, Sponsor S.S. 'Joseph Lee,' launched November 27, 1944—New England Shipbuilding Corporation—South Portland—Maine." After the presentation, he called on Joseph Lee's son and namesake to say a few words about his father.

Mr. Lee spoke of his pleasure and that of his family that this ship should bear a name which had for many years before and after the American Revolution been well known in American maritime history. He recalled that his father's great-grandfather, Joseph Lee, went to sea at the age of thirteen and later became a substantial ship designer, merchant, and owner of privateers in the Revolutionary War, and that his maternal grandfather, Thomas Handasyd Perkins, had declined the position of Secretary of the Navy on the ground that he was already owner and commander of a larger fleet than that of the United States.

Joseph Lee, his son pointed out, would have been the last person in the world to want to have a roomful of people sit and talk about him. And this, not because he was not interested in good talk always, but because of his strong belief in getting the job done. He would have taken delight, his son believed, in this great ship as a task and cause engrossing the full energies of its builders. And yet, in the joint effort

of many individuals in building this ship, he might, too, have seen one of the dangers of modern civilization: the danger that in the course of this creativeness, the individual workers might succumb to a mechanical routine to such an extent that they became mere cogs in a great machine, so that life might go by them without their having lived.

This, Mr. Lee emphasized, was his father's fundamental belief: that causes of unrest were not economic but spiritual. Men were too often seeing life pass away without ever having lived—facing the prospect of carrying their ideals and aspirations unfulfilled and unspoken to the grave. To meet this problem, Joseph Lee's answer was recreation. The recreation movement he conceived as a means of putting the theme of rounded lives back into modern, mechanized existence, of giving people a chance, that a man's life might not be only a fragment, but a rounded thing.

In this belief of Joseph Lee, his son added, the Lee family were to give to the new "Joseph Lee"

Juliet Woodbury, Ship's Sponsor, her aunt, Susan Lee, Third Vice-President, National Recreation Association, and Joseph Lee, III



a ship's library, so that her crew of forty-eight men, the twenty-six members of her Navy complement, and her officers might have the opportunity of refreshing themselves by reading, of keeping themselves from becoming individually lost in the great machine of modern warfare.

Mr. Lee thanked the officials of the New England Shipbuilding Corporation for the efficiency and friendliness of their hospitality, and invited all who were present to be guests of the Lee family for luncheon at the Lafayette Hotel in Portland. So, after the flashing of many photographs, and the surrender of their special passes, the party once more climbed into the Company's fleet of beach wagons and were piloted by their efficient women drivers to the hotel, where appetites made keen by the New England weather were satisfied as only State of Maine cooks know how to satisfy them.

The ship "Joseph Lee" has, since its launching, been delivered to its operators, Messrs. Smith and Johnson of 60 Beaver Street, New York City, and the ship's library, its volumes chosen with care by members of the Lee family, with the assistance of Lee C. Brown, Librarian of the American Merchant Marine Association, was shipped to Portland on December 16, 1944, and has been acknowledged by the Ship's Master, Captain K. Langfelt, and by the Commander of the Armed Guard, Lieutenant W. R. Kendall.

The National Recreation Association contributed to the library a collection of books and pamphlets, among them the memorial number of *RECREATION* of December, 1937, with its photographs, and sketches of Mr. Lee's life and work by friends and co-workers. The Association also sent the ship a photograph of Mr. Lee receiving the Distinguished Service Medal for his services as President of War Camp Community Service during the first World War. A bound volume of many of Mr. Lee's shorter writings, brought together by Miss Katharine Lyford, was contributed by the Massachusetts Civic League.

With the collection went the following letter from Mrs. Lee:

TO THE OFFICERS AND CREW OF THE S.S. "JOSEPH LEE,"
New England Shipbuilding Corporation,
South Portland, Maine.

The members of Joseph Lee's family are sending a collection of books as a gift to the ship, and hope that the officers and men will enjoy reading them as we have enjoyed selecting them.

The National Recreation Association, of which Mr.

Lee was President, has also sent some recreation books and pamphlets.

The Massachusetts Civic League, of which Mr. Lee was President and founder, is having a collection of Mr. Lee's smaller writings and pamphlets bound in a volume and sent to the ship.

We all enjoyed more than I can tell you the thrilling experience of taking part in the christening of the "Joseph Lee" and the courtesy and friendliness of the officers of the shipbuilding company. It was a day to be remembered always.

I only wish we could follow the ship as she sails out of Portland Harbor and on to whatever her place in history may be. Perhaps some of you will tell us some day.

Yours very sincerely,

MARION S. LEE,

Dec. 18, 1944.

(Mrs. Joseph Lee, Senior.)

To which the Master of the "Joseph Lee" replied as follows:

2 January 1945

MRS. JOSEPH (MARION S.) LEE, SR.
c/o MISS SUSAN M. LEE,
90 Macdougall Street,
New York City 12.

Dear Friends:

The Master, officers and crew of this good ship recently received your kind letters acquainting all of your generous gifts and interest. The portrait and some of the books have already arrived and will accompany us on our first voyage. They will be a constant reminder to those who use them daily of your generosity.

Already we have observed the behavior of the "Joseph Lee" while at sea during coastwise voyage and can assure you that the ship will do its part to bring to a successful conclusion this war.

We are happy to learn of the life and work of the man for whom the vessel was christened. It adds materially to our interest in her and our determination to make her and keep her a good ship. It is a most appropriate gesture for the Maritime Commission to name these vessels in honor of those outstanding citizens who have contributed so much to the development of our national culture and greatness. It is our genuine hope that this ship will carry Joseph Lee's name with honor and success.

It will be a pleasure at some future date to relate to you, as you suggest, the chronicle of her first voyage should the opportunity and interests of security permit. We shall welcome your continued interest.

With kindest personal regards, we remain

Sincerely yours,

K. LANGFELT,

W. R. KENDALL,

Master.

Lieutenant USNR,

Armed Guard Commander.

And so the "Joseph Lee" plies forth, across the oceans of the world, to "do its part to bring to a successful conclusion this war."

Their Entrances and Their Exits

TWENTY YEARS and more ago a group of Camp Fire Girls were at work on a play. They were rehearsing seriously and conscientiously each Saturday afternoon for a production of "The Princess and the Fairy Tale." One of the high points of the rehearsals was the chase of a huge dragon around a fountain by a very young lady. When the play was produced this scene "laid 'em in the aisles." The audience, "with laughter holding both its sides," forgot for the moment to be amazed at what they saw, forgot that the little dragon-chaser was blind. So sure-footed had she been, so completely "in character," so faultless in her sense of direction, that she and her sightless companions had proved to a disbelieving world that the blind *can* make a theater for themselves.

"The Princess and the Fairy Tale" was an end and a beginning. It was the end of an experiment, the beginning of an era of acting at the Lighthouse. The experiment had come about because the founder of the Lighthouse believed that her blind friends would gain, as sighted people gain, in poise, in ease, in freedom of movement, in self-realization and greater understanding of themselves and others from a first-hand knowledge of drama. In realizing this belief she was aided and abetted by the

This story is based on material in an attractive booklet by Ruth Askenas entitled, *The Lighthouse Players Present*, which has been issued by the New York Association for the Blind with headquarters at 111 East 59th Street, New York 22, New York. It is the story of the little theater company which has been presenting plays since 1923.

Director of Women's Recreation at the Lighthouse, and by that group of youngsters who were eager to put her beliefs to the test. Everybody concerned felt that dancing should be an integral part of the theater, so the first step in the development of a dramatic program were classes in dancing including the ballet. Enthusiasm ran so high for the whole project that a director was brought in early in the planning so that dramatics would not need to suffer in competition for the time of a leader with other parts of the over-all recreation schedule at the Lighthouse.

Three of those Camp Fire Girls who played together in "The Princess and the Fairy Tale" are

still acting together — the pride and the backbone of the Lighthouse Players. Many of the original group have dropped away for one reason or another, but others have taken their places. In the years of their playing they have presented eighty-seven one-act and twelve full length plays. They have writ-



Courtesy New York Association for the Blind

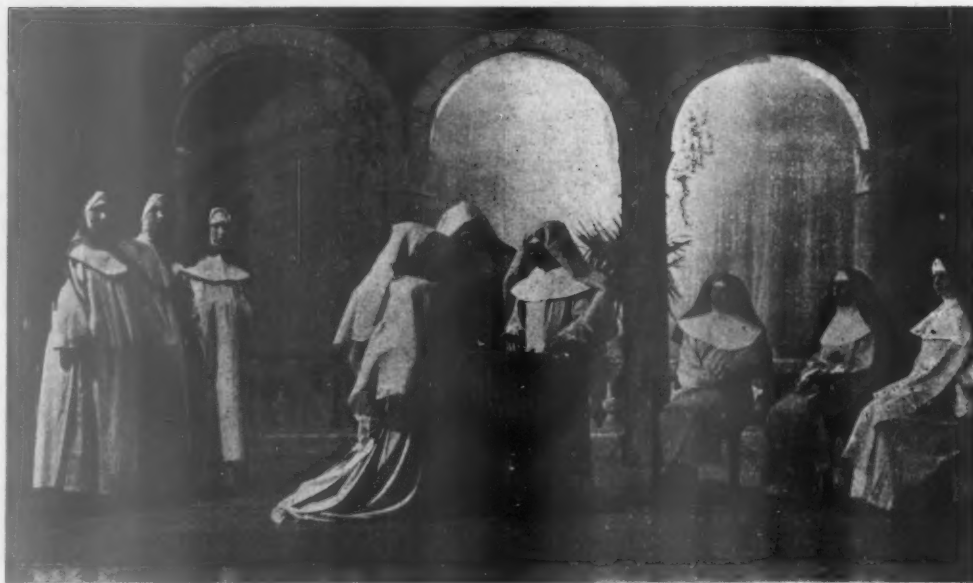
ten plays of their own. They have participated in the Little Theater Tournament for the Belasco Cup. They have presented their plays at Broadway's Booth Theatre and for many groups other than their own. They have financed themselves and have added neces-

sary equipment to their own theater. They have been praised by critics. And they have proven that blindness is not, in itself, a handicap to an actor.

Fingers sensitive to braille, strips of carpeting and rubber matting, and seeing-eye dogs have played their part in this drama of dramatics. The Players usually try to find a script that offers them six women's parts and a minimum of men's parts. (The group "imports" the men from sighted folk as guest actors.) In studying their lines they use braille sides. The rehearsal period takes longer for them because they must learn the set and the position of the furnishings, the properties, and the other actors on it. For some time they used strips of carpeting or rubber matting (which was less conspicuous) to guide them about the stage. Now they feel that this is no longer necessary.

Bina and *Sappho* take more or less active parts in the rehearsals. *Sappho* objected with "dogged" devotion and canine volubility when his mistress, playing a part which called for a stage brawl, was struck by another actress! Once the show begins, however, the dogs drop out of the picture to wait for the final curtain somewhere in the rear of the theater.

The actors are all leisure-time theater people. Their



Courtesy New York Association for the Blind

The "Cradle Song" was one of the many plays effectively produced by the Lighthouse Players

days are spent—like other people's—in getting a living. Their occupations vary from work with the blind to work for the United States government. Their lines are learned, their "business" rehearsed, in their off hours. They like all types of plays and, like sighted actresses, they vary in their reactions to playing. The time it takes to learn lines, their inhibitions, the amount of stage fright they are plagued with, varies with the individual.

The Lighthouse Players have had five directors since they have been playing together as a group. The comments of these women are illuminating.

The director's task is somewhat more complicated than it is with people who are not blind because she must see to it that the audience is never more aware of the actors' handicap than it is of the play they are presenting. The director, therefore, must train her actors to do those things which the sighted do automatically and the blind can get along without. As an example, a person with sight always looks

(Continued on page 611)

"The study of dramatics trains both mind and body, and this makes it an ideal form of recreation for any person—sighted or blind. The sighted, however, learn through the visual sense, and by imitation. The blind must be taught to visualize a stage set and fit the action of the play accordingly. It would therefore be a definite help to blind people everywhere if dramatics were taught early in the schools. During the impressionable age the students could learn ease and freedom of movement. My plea is for more dramatics for blind children, with dancing emphasized to give grace to their movements."—*Ruth Askenas*.

A "Brave New World"

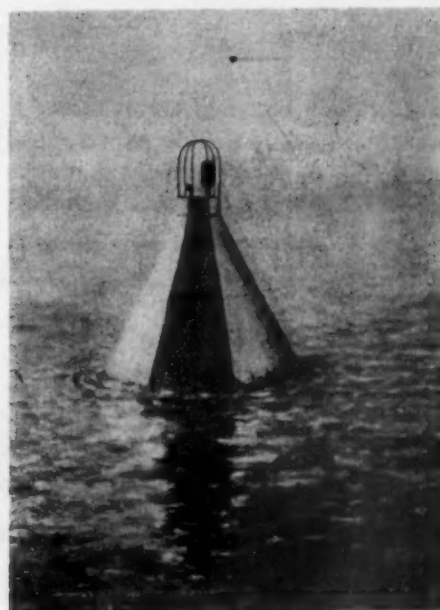
By R. G. G. BOUSFIELD

FACES HAVE A STRANGE, new fascination for me. In trains I study highlights on foreheads, noses, cheeks; the shadows of eyes, chins, hair. How would that old gentleman look on canvas? Could paint catch the almost tangible refractions of light from the unusual planes of that girl's face? The landscape bordering the train tracks that carry me each morning along the Hudson has come into new focus. I watch my fellow commuters, faces buried in their papers, unaware of the early sunlight casting its reflected glory over the snow of the Palisades, or the autumn trees burning red and gold in reckless glory. Factories, docks, breakers, a tenement roof against the sunset, a tugboat, trees, Fifth Avenue's perspectives, move before eyes re-created by new vision.

I have learned to paint. And learning to paint, I have learned to see. All the harmony of color and shape which makes our world beautiful—all the movement and excitement of line and mass—have been revealed to me because I have been cured of an inner blindness.

Painting opened a new world. It forced me to

A still life



The author's first picture

see things I had never seen before. A landscape still creates a general impression of hills and trees and sky. But now I see, too, the subtle gradations of color from foreground to background, the quality of cloud shadows on mountain sides. I live in a new world.

My great discovery, like so many others in so many lives, came about by accident. I had reached middle age with no special interest in art. All my time had been devoted to keeping a suburban home, to feeding and clothing four growing children. Then, one day, by the merest chance my eye was caught by pictures in a store window. I stopped idly and looked at them. Most of those paintings were surrealist creations. To me they were very bad, utterly meaningless, even revolting. I felt that any normal person could do a better job.

During the next few days that thought persisted. Somehow "any normal person" imperceptibly became "I"—I could make a better picture than those in the window. I could make a picture that would better please the average eye, convey more to the average mind. I was afraid of my family's skepticism—I might just as well have announced my intention of conducting the Philadelphia Orchestra! But the thought persisted. Gradually it resolved itself into action.

I had an old photograph of a buoy, taken on a summer vacation. The ripples and reflections had always interested me. One night I took another look at it. I was sure it would make a good painting. Next day found me in earnest conversation

with the proprietor of an art store. I told him I wanted to paint, frankly expressed my inexperience. I came away with the minimum necessities for going to work!

I plunged! I worked all week end. I invented colors, methods, techniques, but somehow I painted a picture of that buoy. One of my friends said to me later that I ought to have stopped there! The picture has many faults, but it will always remain a treasured possession. It was my initiation into art—the start of my great adventure. Faulty or not, I had done it and it led me on and on.

I had much to learn. Each successive attempt disclosed more technical difficulties. I didn't realize, for instance, that distant objects must be colder and lighter, or that trees and rocks didn't have to stay where nature put them, but could be rearranged to suit my composition. I realized, too, that before I could paint as I wanted to paint I would have to learn to draw.

An elementary class in freehand drawing solved that problem. At first the class was irksome. But I found that you don't have to be an accomplished artist to do interesting, creative work. Soon my whole week was revolving about the sessions of that drawing class.

My painting wasn't all one, long, happy success story. There were many disappointments. One dull winter morning I watched the sea gulls—flashes of white and gray against the misty sky and the dark, mirror water. For one moment one of the flight poised, almost motionless, a foot or two above the surface. There were two of him—one hanging in the air, the other perfectly mirrored in reverse. In that split second before the bird dropped upon his prey every detail—blue-gray body, white wings outstretched, yellow legs—focussed itself clearly and indelibly upon my mind. I wanted to paint the picture. I *struggled* to paint it. I went to a museum and sketched stuffed gulls, studied the anatomy of their wings. I sought out photographs of gulls in flight. I drew and I painted, but all in vain! I could not convey anything of the spirit and grace and beauty of the image and its reflection.

Despite such disappointments, confidence grew as I learned to handle my medium with freedom and directness. Friends began to express interest and approval. Even my children—occasionally—dropped a word of appreciation!

Why Not You, Too?

Why don't *you* try to paint? Buy a canvas mounted on cardboard, a few assorted brushes, half a dozen tubes of paint, some oil and turpentine, a palette and a palette knife. They may cost three or four dollars—not too much to gamble when the possible gains are so great. And if your first production does not seem worth handing down to posterity, paint your next picture right over the first one. The process may be continued indefinitely until you produce something worth keeping. It's the fun of painting that counts. It doesn't matter whether people admire your work. It doesn't matter whether your work gains recognition for a long, long time—or never. Each little improvement lures you on to make better and better pictures. Always ahead is the hope that one of these days you will express that idea fully and completely. And in the meantime you will have a clearer vision of a world so beautiful and varied that no art can ever reproduce it.

Painting will help you keep your worries and heartaches in their true perspective because they will be viewed against a cosmic background. It won't remove the agony of war, but it will serve as a palliative. As you study the grandeur of great, billowing, white clouds against a summer sky of limitless, deep blue, you may begin to feel something of the breadth and scope of the things which are eternal, things which no strutting dictator can change. Perhaps your awakening to the magnificence and beauty of the world may lead to the conclusion that, in spite of horror and bloodshed, in spite of cruelty and bestiality, kindness and beauty and right will triumph in the end.

"Some day we shall not think of art as a pastime or the artist as one who paints a picture for the library. Art will be understood as a necessary part of every human experience, a means of self-fulfillment and joy. Nor will the word 'practical' mean a fixation of thought upon money and things. We shall cherish every means by which imagination is released and developed, by which perception is stimulated and made powerful. . . . We cannot go on concerning ourselves with things and yet more things, neglecting the joyous release of our personalities in some form of dynamic living."—David Seabury in *Introduction to Finger Painting* by Ruth Shaw.



IF YOU'RE looking for an inexpensive way to entertain a large or small group whose high holiday spirit has gone on a down-hill toboggan ride, here's a hot tip. In every bagful of peanuts you'll find a bagful of tricks that offers excitement, fun and laughter—just the thing to wake up in your group the esprit de corps that's so important for successful entertainment. Here's a list of peanut games to choose from—whether you want hilarity or quiet amusement. Peanuts in the shell and a few odds and ends you can pick up around the house are all the props you'll need. Don't worry about breaking the ice. It'll thaw out as soon as your fun seekers start on the Plantation Peanut Hunt.

Plantation Peanut Hunt

This is a good game to break down those chilly barriers that so often prevail early in the party. Hide the peanuts before the folks arrive. Each one is on his own, but may not pick up the peanut he or she finds. The girls must ask the boys to pick it up for them, and the boys must ask the girls.

Peanut Circulation

Divide the group into two or more circles, depending upon the size of the group. Six peanuts are passed at one time, very quickly around the circle. On signal, the passing stops. The person holding the peanuts is required to pay a penalty. For the first offense, he must bend down on one knee; for the second, he must put his right arm behind him; for the third, he must kneel on both knees with both arms behind him. The object of the game is to remain standing. The sudden sharp blow of a whistle or sudden stopping of the music, or other sharp decisive signal may be used.

Three Blind Mice and Three Peanuts

Divide the group into three teams. Place a peanut in the shell for each team on the starting line.

The first player in each group gets on his hands and knees and blows the peanut across the floor. Between each blow, he and the rest of his team sing one line of "Three Blind Mice." When the peanut is blown across the finishing line, the contestant picks it up, runs back, replaces it on the starting line, tags the next player who repeats the procedure, and so on down the line. The first team to finish wins.

Twelve Peanuts Go to a Music Recital

Divide the group into two teams—boys vs. girls. Give twelve peanuts to the head of each team. On signal, the head of each team sings the notes of the scale (the boy sings down the scale, the girl sings up the scale) and then passes the peanuts to the next in line. The next in line holds the peanuts, too, while singing the scale before passing them on to his or her neighbor. The object of the game is to sing the scale and get rid of the peanuts as soon as possible to avoid being caught with them at the crucial moment which is determined by the sound of a whistle blown at ten second intervals. Any player caught with the peanuts in her hand when the whistle blows is listed and later required to pay a penalty.

Along the Line

Fasten strong buttonhole thread (one for each team) to the wall. Run the thread the entire length of the room. Put a darning needle in a pin cushion. Place it on a table at the opposite end of the wall to which the strings are fastened. On the same table place bowls of peanuts in the shell (one

bowl for each team) containing exactly the same number as members in the team. Players are lined up in relay formation. The game is started by having the first player in each line thread the needle, string the peanut, put the needle back in the pin cushion and then run pulling the peanut to the end of the string across the room. After touching the wall he returns to the head of his line, touches off the next player who repeats the procedure. It may be necessary to have a nonparticipant hold the pin

being put on, unknown to the volunteers, other members of the group replace the eggs with peanuts. The expression of dismay and trepidation on the contestants' faces at the sound of the crunching of the "eggs" makes this a very humorous game.

A Bottle of Peanuts

Arrange several teams, according to the size of the group. The teams may compete simultaneously



cushion so that it won't roll off the table while the runners are taking their peanuts across the room. The team whose players first empty the bowl of peanuts, wins.

Eggwalk

Arrange a number of rows of eggs on the floor. Ask for a volunteer to represent each row, to walk along the row blindfolded. Before blindfolding them, however, allow them an opportunity to walk down the row, at a fast pace. Tell them that the one who finishes the Eggwalk first, without breaking any of the eggs, will win. While blindfolds are

or in turn. There are two contestants on each team. One holds a milk bottle on top of his head with one hand and a tablespoon in the other. His helper holds a small mirror in front of him with one hand and a bowl of peanuts in the other. The first contestant tries to fill the bottle with peanuts from the bowl using the tablespoon and looking in the mirror. After a certain time limit, score one point for each peanut in the bottle.

Four-cornered Peanut Race

Place chairs in four corners of the room. Two players stand in opposite corners of the room in

front of their respective chairs. Each player puts his right hand palm down in front of him and places a peanut on the back of his hand, and places his left hand behind him. Each player goes around the room in opposite directions and with his right foot touches each of the four chairs as he passes it, and returns to the starting point. And speed is allowed, but there is always the danger of dropping the peanut as the speed increases.

Peanuts Down the Hatch

Select a board at least 12—20 inches wide. The length will depend upon whether you wish to play this game on the table or on the floor. (A pastry board will do for the table game, an ironing board for the floor.) Set it up in a sloping position against the wall. Each player in turn rolls a peanut down the board to the bottom. The player wins all the peanuts which his peanut has touched. If no peanuts have been touched, his peanut remains on the floor.

Put and Take

Make a cardboard circle 6 inches in diameter and divide into seven sections. Write one of the following in each section: Put 1, Put 2, Put 3; Take 1, Take 2, Take 3, Take All. Color one side of the tip end of a peanut to indicate the pointer and pierce the center with a large darning needle. The needle serves as a pivot which is placed in the middle of the circle. The players sit around a table and in turn spin the "pointer" and put and take peanuts as the "pointer" indicates.

Peanut Ruler Race

The players are lined in two teams behind the starting line. The first one holds a ruler with extended arm and places a peanut on it. He walks to a line about ten feet away, trying not to drop the peanut. If the peanut falls, it must be replaced before the contestant continues. After he reaches the finishing line, he runs back, touches off the next in line who repeats the procedure, and so on down the line. The team that finishes first wins.

Peanut Race

Divide the group into equal teams, each facing front. About six or eight feet from the starting line place a box (one for each team) into which the pointed end of a paper funnel has been inserted. Give each person in the team five peanuts. On the

go signal, the first person in each line tosses his peanuts, one at a time, into the funnel. When he has finished, he steps away and the second person tries his luck, and so on down the line. When everyone has tossed, the team with the most peanuts in its box wins.

Odd or Even

Each person is given 6-8 peanuts. The object is to get as many peanuts from the others as possible. John goes to Jane with a number of peanuts concealed in his hand and says, "odd or even." If Jane guesses correctly, John must give her the peanuts in his hand. If she guesses incorrectly Jane must give John the number of peanuts he has concealed in his hand.

Nut Shelling Relay

Divide the guests into two or more groups. About 10 feet away, place a pan of peanuts in the shell. At a given signal, the first in each line goes to the pan, shells a peanut, chews and swallows it, runs back, tags the next and goes to the end of the line. The next one repeats the procedure, and so on down the line. The team finishing first wins.

Pass the Buck

Players may sit around the table or in circles on the floor. Select two colors of string and tie a piece of string around each peanut, alternating the colors. One color designates the buck, the other designates the doe. Set one peanut down in front of each player. On a given signal each player passes the peanut to his or her right hand neighbor trying to conceal the color of the string. At ten second intervals a whistle is blown and each person calls out "Buck" or "Doe" depending on the color of the string of the left hand neighbor's peanut. The one who calls off his neighbor's "animal" last is eliminated. The object of the game is to remain active as long as possible.

Peanut Walk

This is part of any party! Mark circles on the floor. Play a march and let all the participants walk around stepping on the circles. When the music stops suddenly the person standing on the lucky number wins a large bag of peanuts. The number of circles drawn depends upon the number of people who are present.

Something New in Education!

By STRONG HINMAN

PLANEVIEW, the seventh largest city in Kansas, with a population of approximately 20,000 people, is located on a high plateau directly south of the city of Wichita. The municipal airport joins Planeview on the southeast, and immediately to the south is the Boeing Airplane factory which produces the famous B-29. The Cessna Airplane factory is about a half mile east. There are 4,382 housing units, all within an area of one square mile. Each of these homes is thoroughly up to date, with a living room, kitchen, utility room, bathroom, and from one to four bedrooms.

This miracle city was built within fifteen months after the ground was broken, and since Planeview is not an incorporated city but a federal housing project, it is managed by representatives employed by the Federal Housing Authority. We have an area housing manager who has been thoroughly trained to administer such a city. He has an assistant who works in close cooperation with every agency in Planeview. There is an area maintenance manager with an assistant, and a resident housing manager assisted by a staff of accountants, clerks, and stenographers.

The residents of Planeview come from forty-two states and represent 225 different professions and occupations. Our city is a typical Middletown, and its residents represent a cross-section of good American law-abiding citizens. According to this year's school census there is a total of 8,159 children under twenty-one years of age. The mothers of almost 3,000 of them work, approximately 1,400 mothers being in essential industries.

It is the object of the Housing Authorities to operate Planeview on democratic principles and as a result they have organized councils in each zone in the city to have a voice in the management of community affairs. The members of these councils

are selected by the residents in each zone. Project service advisors are employed to manage each community house and to render assistance to the councils in each community.

The Schools and Their Facilities

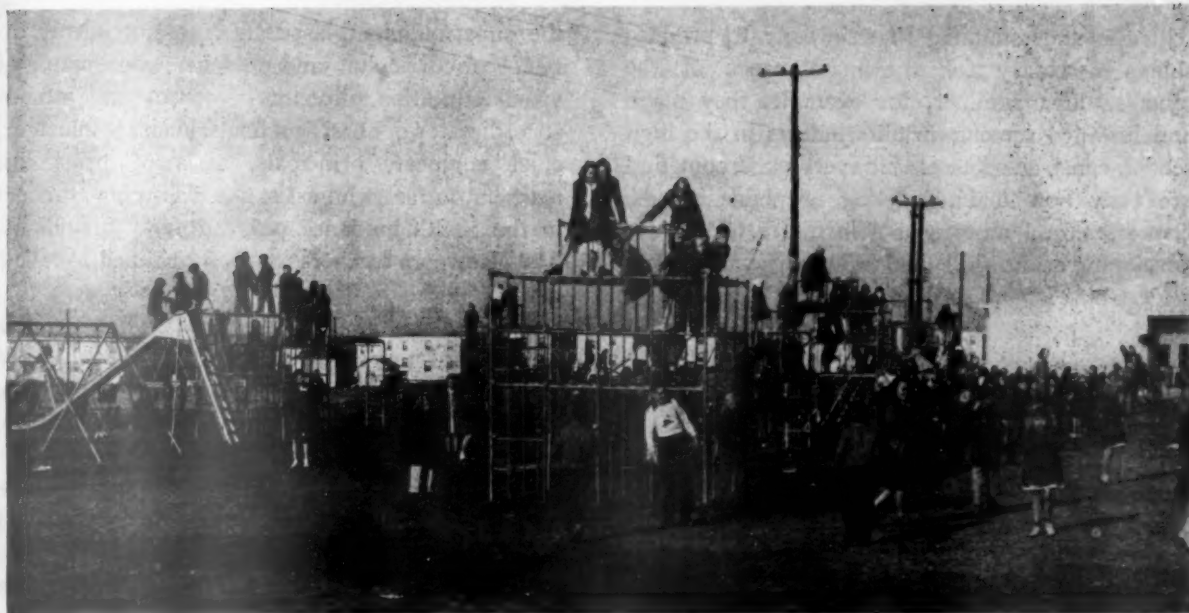
The public schools operate as a separate school district under the laws of the state of Kansas, with a board of education of three members selected by ballot by the residents. In the center of each of the three zones of the city is a school building to house elementary pupils. The junior-senior high school, built to accommodate 750 pupils but now serving over 1,400, is located near the center of the city. There are also four nursery schools.

The school buildings are rather unique when compared with traditional school plants. They are well built but free from the architectural adornments which add to the cost of most school buildings. There is nothing "fancy" about these structures but they have been built for utility. They are thoroughly modern in every respect with adequate heat, light, sanitary toilet facilities, and drinking fountains, but nothing has been spent unnecessarily. The walls of the rooms, painted with pastel shades of blue, pink, green, and tan, are very attractive.

Each elementary school is connected on one end with a community building which has a large auditorium, kitchen, and several spacious club rooms. These facilities are available for school purposes, and it is not an uncommon sight to see a class using a club room for moving pictures or a group discussion, or to find a group of teachers preparing a meal in the kitchen for some social occasion. The auditorium is used during the day for school physical education classes or an occasional assembly; at night, for community gatherings, and on Sunday for religious services.

How would you like to be able to throw out of the window all the red tape which prevents your doing a good job? Just what would you do if you could start an educational system free from tradition and unnecessary rules and regulations? Given this freedom, what kind of a school system would you organize?

They had this opportunity in Planeview, a community in Kansas developed almost overnight to house war workers. Mr. Hinman, who is Assistant Superintendent of the Planeview Public Schools, tells how the school system, which started a little over a year ago with three teachers and seventy-five pupils, has grown until today there are 4,446 pupils and an employed personnel of 188 administrators, teachers, secretaries, and custodians.



At the opposite end of the school building is a well-equipped nursery for children between two and six years of age whose parents are employed in the war effort. One is available for colored children; three for white children. A staff of trained teachers and other personnel is provided in each nursery. Some of these children are brought to the nursery at 5:30 A. M. and are immediately put to bed. Breakfast is served later, and during the day a well-organized standard program for nursery schools is carried on. This includes midmorning and afternoon lunch and a well balanced hot lunch at noon. A school nurse assists the personnel with the health guidance program, and every effort is made to keep these children healthy and happy while their parents are busily engaged.

The playgrounds back of each school are spacious. Part of each playground is planted with Bermuda grass which makes a fine sod for playing games. Part of each playground is covered with a combination of sand and clay which provides all-weather service. Swings, slides, a merry-go-round, teeter-totters, horizontal bars, horizontal ladders, jungle gyms, and basketball goals are installed on each playground. Supplies such as balls, bats, nets, and other types of play equipment are available at each school and kept in a central place where all may have access to them.

During the past summer an experiment was made in placing all movable supplies in a large room where they were stored on shelves. Boys and girls were given an opportunity to use these materials whenever they wanted to, the only re-

quirement being that when they had finished playing with the article they would return it to its proper place. Many people, including some of our own staff, told us that boys and girls could not be trusted to return the supplies and that this scheme would not work. They recommended that we require boys and girls to sign up for play equipment when they took it from the play room. These people discovered after a few days that it took a lot of their time to check supplies in and out, and they were very willing to try the experiment. The teachers who were in charge of the supplies explained to boys and girls that we wanted them to use them and to treat them as if they were their very own. This was a new thought to some of the youngsters, and most of them responded splendidly. One or two pupils did not understand and took things home with them. When they found out that activities could not go on unless these supplies were available for all pupils, and when the force of public opinion was brought to bear by some of their own playmates, the supplies soon returned to their rightful place on the shelves. The things which these boys and girls learned about the proper use of public property, and the attitude which they developed in sharing with one another was worth far more than the few items which were lost.

The junior-senior high school has well-equipped laboratories for science and home making and is especially fortunate in having up-to-the-minute machines in the industrial arts shops. Boys who enroll in machine shop or woodwork classes do so

with the understanding that they are to produce things necessary for the maintenance of the schools. Last summer, for example, they made and installed screens on all windows in the high school, constructed easels for every classroom, and are busy now making desks, telephone stands, bookcases, and other school furniture. They are developing useful skills and techniques while doing work which is vital to the welfare of the schools.

Attendance

The attendance in the Plainview Public Schools is much better than one would expect from such a cosmopolitan group. We have a census and attendance officer who assists materially in reducing truancy. What may appear to the average citizen as truancy is not that at all; many high school boys and girls are out of school for a few hours, because we operate our high school from 8 A. M. to 5 P. M., making possible a very flexible schedule for students. Some pupils begin school at 8 A. M. and leave at 3 P. M.; some come at 9 A. M. and leave at 4 P. M., and others begin at 10 A. M. and leave at 5 P. M. A few come to school on a split shift basis, doing one or two hours work in the early morning and several hours in the late afternoon. This leaves the middle of the day free for work outside of school.

Last summer the schools were open for academic and recreational purposes. We were told that schools could not operate in the summer time because boys and girls would not come back to school once they were released in the spring. Our experiment proved conclusively that boys and girls do not dislike school when it is operated for their benefit and, much to our surprise, more than twenty-five per cent of our last year's winter term enrollment came back and enrolled in our summer school academic classes, attending them regularly. Some of these boys and girls took academic work for credit; others took part in the classes on a remedial basis without seeking credit. A third group of students enrolled and attended for the training and pleasure they received from the work. The elementary schools operated a morning session and an afternoon session and it did not seem to make much difference in the attendance whether children were enrolled in the morning or afternoon classes.

Personnel

The personnel necessary to carry on this educational program totals 188 persons. It consists of

the superintendent, assistant superintendent, director of curriculum and guidance, coordinator of visual education, director of census and attendance, director of nursery schools, business manager, chief engineer, principals, assistant principals, teachers, nurses who assist the classroom teachers in the health guidance program, and custodians. The classroom teachers are well qualified for their work.

All teachers in the Planeview Public Schools were called together for an entire week before school opened in the fall. This was a part of their in-service training and each teacher was paid for attending. General sessions, special group meetings, and faculty meetings in each building were conducted throughout the week. All of this paid big dividends because the teachers were able to outline their programs and set up their work so that they could function effectively the very first day of school. Policies were discussed, important aspects of the curriculum explained, individual building programs worked out, and many small details concerning the year's work were arranged during this institute week.

Before the Planeview Public Schools were one year old they were accredited in the North Central Association of Secondary Schools and Colleges. This was made possible because of the high standard of the teachers and also because of the quality of the offerings in the curriculum.

The Curriculum

The entire curriculum, from nursery school through the high school, is coordinated through the office of Dr. Cloy S. Hobson, Director of Curriculum and Guidance. Made up of the planned and organized experiences which the individual must live in order to achieve a happy, rich, and successful life, these experiences are selected from the list of functions which people perform in life, as outlined in our basic philosophy. They are organized around centers of interest located in the six areas: home, school, Planeview, Kansas, the United States, and the world.

A sound philosophy of education has been adopted as the foundation upon which the curriculum is developed. Revised several times to meet the needs of changing conditions, it is a cooperative venture in which all teachers have participated. Our philosophy recognizes that the schools have certain obligations and states that:

Educational facilities will be made available for twelve months each year to all residents on the project

regardless of age. For children under five years of age, the nurseries will be maintained; for children from six through high school age, the regular elementary and secondary school program; for adults, various adult educational programs as needs and demands arise.

Guidance will be given in fitness for optimum living within the limitations imposed upon the individual by heredity and environment. Fitness for living, be it in the home, on the farm, in the factory, or at the front, implies freedom from disease or significant deviations from normal structure and function; enough strength, speed, agility, endurance, and skill to accomplish the maximum tasks that the day may bring; and mental and emotional adjustment appropriate to the age of the individual.

Direction in recreation activities will be provided throughout the year.

For the individual, the school will plan a program based on his abilities, aptitudes, interests, needs, opportunities, and social obligations as they are discovered in our study of him, that will help him become a well-integrated and contributing member in our democratic society.

For the family, the school will attempt to develop a membership of socially-minded, self-governed individuals.

There are no departments in our school system and all such areas of education as music, art, health, and physical education, which are traditionally handled by department heads, are given their rightful place in the curriculum. There are no supervisors of special subjects, hence no competition between groups for a lion's share of the educational program. Each elementary school teacher, for example, is responsible for giving health instruction to her pupils. She does this by means of specific lessons and also through integration with other subjects. A graded course of study is provided for her through the curriculum director. She has full responsibility for giving daily instruction in physical education, in addition to conducting two organized play periods each day at recess. Once a week a helping teacher is available to assist the teacher with the physical education program.

Vocal music is also the teachers' responsibility, and here, too, a helping teacher is ready to assist. In the high school subjects such as English, mathematics, and social studies there are teachers specially qualified to teach these subjects. High school pupils receive specific health instruction in their social studies and science courses which all are required to take. One thing is kept uppermost in the minds of the teachers at all times, and that is the fact that we are teaching boys and girls rather than subject matter.

A curriculum laboratory was conducted during the past summer under the leadership of the director of curriculum and guidance. Principals and teachers were employed to work in this laboratory for the purpose of creating the curriculum which would best meet the needs of pupils in the Planeview Public Schools. The experience gained by the personnel who participated in this curriculum laboratory has proved to be of great value. The contributions which they have made to the curriculum have been equally worth while.

A thorough program of testing is carried on under the direction of our director of curriculum and guidance. Standard intelligence tests as well as various types of achievement and aptitude tests

**Cooking classes can be real recreation—
whether at school or in a boys' club**



Courtesy Madison Square Boys' Club

are administered as a vital part of the total school program. These tests are used in guiding and counseling with pupils and their parents.

Children are placed at various levels in the school program after they have been checked thoroughly. Individual programs are worked out to meet the special needs of some pupils. The guidance program attempts to help high school students prepare for their life's work, and by means of the various testing devices, as well as a study of their total school picture, our director is able to be of great assistance.

A library is being developed to serve the needs of the pupils and teachers. During the past year over 6,000 up-to-date volumes were placed on the shelves to be used when needed. No text books are required in some of the high school courses of study, but pupils are required to prepare their lessons from material in the library. This has made it necessary to purchase many copies of some books so as to provide ample opportunity for all pupils to study.

A coordinator of audio-visual education has been added to the curriculum staff this year. This arrangement makes the pictorial aids a definite part of the curriculum set-up and the learning situation. Pictures are used to supplement and reinforce other subjects such as reading and discussion. Each school has a definite schedule of days when materials and projection equipment are available. At unscheduled times these services are available on call. Picture sets are obtainable in each building, or in the central library. The system is using all the usual or perhaps unusual audio-visual aids—motion pictures, slides, filmstrips, flat pictures, maps, charts, radio and recordings, in so far as equipment can be obtained. Some films and slides are rented; others are purchased, depending on the cost. A motion picture in color was made during the summer of the various school activities. It is being shown to all students and patrons in the community.

The Summer Program

Our experiment in the summer school program was built around a regular academic program and a well-rounded recreation program. Kindergartens were established open to pupils who would be entering the first grade in the fall term. Pupils who needed remedial work to help them continue at a given grade level or to go on into a higher one enrolled in grades one through six. High school pupils were enrolled in the regular aca-

demic subjects. Some of these worked for credit while others participated merely to brush up a little. A visitor going into a cooking class in the high school would be unable to determine which boys and girls were in the class for credit or for recreation. Boys and girls worked side by side in the manual training shops using hammers, saws, and planes to make things which would be useful to them or to their families. In the sewing classes were found some girls who needed credit, but many were enrolled just for the fun of making their own dresses or cutting down an old one for a smaller sister.

The dramatics class met daily and produced many short plays which were used in the regular weekly evening entertainments. The teacher of dramatics visited each playground regularly and told stories to the children.

A summer recreation band and an orchestra were organized. Pupils who could play an instrument were enrolled in these organizations. The band, as well as the orchestra, helped make the weekly evening entertainments a success. These concerts provided an incentive for these boys and girls to practice regularly during the summer and also made it possible to keep the bulk of the regular high school band in action. The teacher of the band and orchestra worked between the hours of 1 P. M. and 9 P. M., making possible two practice sessions daily. One session was held in the afternoon for those boys and girls who were not employed during that time of day, and an evening hour was provided for those who worked during the day time. An opportunity was given to elementary school children to learn how to play a musical instrument. Many a child was taught which end of a horn to blow into, how to hold the instrument and to make his first note.

These little beginners in band and orchestra worked together throughout the summer and learned to play a good many simple pieces in unison. When they had completed their summer training, their parents were invited to a concert. The parents who attended were amazed at the wonderful progress their youngsters had made in music in a few weeks.

Another experiment in music was to place pianos in each elementary school and make them available to boys and girls for practice purposes. This was done in order that those who did not have a piano in their own homes might practice, and also to eliminate noise which might disturb some worker in the neighborhood who would be

sleeping during the day. Any child who wanted to practice could do so by going to the principal of the school and asking for a time to be assigned to him. These pianos were kept busy throughout the day.

Moving pictures proved to be an interesting part of the summer program. Once a week the children were given an opportunity to see a picture of an educational nature. The same teacher who showed the pictures took the boys and girls on hikes, picnics, and fishing trips. It was quite a sight to see a group of youngsters leaving school to go with their teacher on a hike or a fishing excursion.

Arts and crafts were one of the most popular features of the summer program. At no time were the children told what to do, but they were always encouraged to make something of their own choosing. Free hand drawing, coloring with crayons, painting with water colors, finger painting, weaving with paper and string, making reed baskets, molding animals out of paper, and similar types of activities were carried on at a regular time each day. Materials were furnished to boys and girls without cost, and the finished articles showed much creative ability.

Archery was provided on the high school athletic field each afternoon. Boys and girls came from all parts of the community to take part in this interesting activity. They were allowed ample freedom but were taught safety measures so that no child would be in danger at any time. The children were given responsibility for setting up the equipment, using it, and seeing that it was properly stored at the close of each session. This sport grew steadily in popularity.

Two softball teams were organized at each playground. A schedule was so arranged that both the A and B teams from two schools would play in the same evening. The A teams would play at one school and the B teams at the other. Fathers were encouraged to serve as umpires of the games as well as sponsors of these teams. Toward the end of the season a real community spirit was beginning to develop around the teams.

Each Thursday evening a community-wide entertainment was provided in the high school auditorium with a program put on by the boys and girls of the summer recreation program. The playgrounds closed at 7:45 each Thursday, and the children, teachers, and parents would attend the evening entertainments. There was music by the band and orchestra, vocal and instrumental solos,

stunts by individual pupils, demonstrations of group games, folk dancing, tumbling, and usually a moving picture. The dramatics classes each week put on a one-act play, sometimes two. These evening entertainments permitted individuals and groups to entertain their friends and relatives in an evening of relaxation.

Recent Experiments

"Necessity is the mother of invention," and the most recent experiments in education were forced on us. The spacious play and athletic field which adjoins the high school does not have a fence of any description. Our football team has a full schedule of games, some of them scheduled to be played on the home grounds. Paid admissions could not be charged and collected, so the Board of Education decided to finance football as a regular part of the educational program and not attempt to charge admissions. It was an entirely new idea to the hundreds of people who attended the first game and were admitted free. We explained to the students and parents that football is considered a part of the total education program and that we should not charge people to visit a football class any more than we would collect a fee from them to visit a foods laboratory, machine shop, or English class.

The crowds have been well behaved and the response of the pupils and public has been very gratifying. The experiment of conducting free athletic games as a regular part of the total curriculum has been a success.

Another experiment which came about because of overcrowded conditions has to do with the physical education classes. There is only one gymnasium available for boys and girls classes and they must share it when the weather prevents them from working outdoors. The enrollment in some of these classes was so large that it was impossible to do any kind of teaching. Several attempts were made to change schedules of pupils to relieve the crowded situation but they were of no avail. Students were asked to volunteer to drop physical education, but they preferred to stay in the large classes. So school administrators decided to exclude all juniors and seniors from physical education and to conduct co-physical education classes. The instructor for boys conducts the class during one period with the instructor for girls acting as his assistant. The next period the woman conducts the class and the man assists her. Some

(Continued on page 612)

A Serviceman Considers Memorials

DEAR EDITOR: Recently, in the newspaper of a big West Coast city, I saw an article about a proposed World War II memorial. It discussed approximate costs and had a map showing the proposed location. Now, this is not a model city; like most big cities, it has plenty of slums and needy children.

This monument to be dedicated to our revered dead should be stopped. The money could go toward slum clearance, child clinics or any one of a thousand useful projects.

Take it from a serviceman who has been in combat overseas and will be going back shortly, we don't want to be commemorated by any showy and useless pile of marble. We'd much rather see our children benefit by large, well-equipped parks or perhaps a new lighting system or better desks in their classrooms—or anything really worth while.

During the early 20's, a friend of mine took several trips through France. There she saw beautiful marble statues and vases with inscriptions that ran, To Our Heroic Dead, They Died That We Might Live in Peace, and so on. In one place there was a sunken garden with a fountain and other fancy features, and a hired caretaker to keep the lawns cut and the flowers trimmed. It was all very beautiful and very expensive. The money could have kept a small hospital going. People of moderate means were inclined to feel that these memorials were unnecessary and somewhat vulgar. So do I.

The easiest prospect for a high-gear salesman is one who has had a close relative killed, and so misguided citizens influential in city and state politics often succeed in putting over a huge white monument—huge white elephant!—in the midst of need and poverty. Those who have lost sons, husbands or brothers should remember that real improvements can also be specifically dedicated to their dead. For instance, it has long been customary to give rooms and beds in hospitals in the name of a loved one. They Died That We Might Live in Peace would look a lot finer over the

"They Died That We Might Live in Peace would look a lot finer over the entrance to a slum-children's playground than on an alabaster vase," says S/Sgt. R.V.W. of the USMC in the "Letter of the Week" reprinted here by special permission of *The Saturday Evening Post*. Copyright 1944 by the Curtis Publishing Company.

the people's money.

entrance to a slum-children's playground than on an alabaster vase, and any man in the service would be prouder to have one small swing in that playground given in his name than all the marble-columned temples that ever wasted good space, time and

—S/SGT. R.V.W., USMC.

When Paducah, Kentucky, purchased two blocks of property recently for a "living war memorial" in the form of a municipal recreation center, the action typified a trend which many cities, towns and villages are following in planning memorials in honor of their sons and daughters who died in the present war.

Municipal officials in growing numbers feel that a "living" memorial in the form of an athletic field, a municipal auditorium or a community center, would better present a community's honor and respect for its servicemen.

Reports from a score of cities indicate this feeling on the part of municipal officials and civic leaders, a feeling bolstered in many instances by opinions of veterans' organizations. Various examples will illustrate what municipalities have in mind concerning war memorials.

Muskegon County, Michigan, for example, is planning to erect an auditorium and civic center and a recreation center, while Louisville, is considering the establishment of a Jefferson County memorial park.

Edgerton, Wisconsin, voters recently approved a referendum calling for construction of a \$75,000 memorial hall to be financed through appropriations of \$15,000 a year for five years, while two Canadian communities—Peterborough and Nepean—are planning to erect community center-recreation buildings as war memorials.

In Toledo, Ohio, a committee composed of the city commissioner of engineering, and representatives of the American Legion, the city commission of publicity and efficiency, and various civic groups, has been ap-

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The Municipality, publication of the League of Wisconsin Municipalities, tells in its December, 1944, issue of the plans a number of American communities are making to honor their servicemen through living memorials.

The Work of Our Head and Our Hand

By REBECCA GALLAGHER WILLIAMS
Vermont State Director of Arts and Crafts

WE, THE PEOPLE are coming of age. We are becoming

aware of ourselves—as a people. We are forgetting, for bits and pieces of time, to be amazed and more than a little pleased at our young muscles, our sprawling, tempestuous, unrestricted power. We are getting old enough so that, every now and then, “a cup of tea rests us.” We are even beginning to be interested in our own history—our own folk ways—a sure sign that we are getting on.

In its infancy and during its pioneering adolescence and youth the people of the United States were craftsmen. Many of them, like Paul Revere, were fine craftsmen with many skills of hand. Partly because Revere took a ride, partly because he worked in silver and brass that endure, his craftsmanship is remembered and cherished and copied. But there were others, humbler people, whose names have long since disappeared with the shards of their pottery, the nails dropped by the horses they had shod. They were those ancestors

of ours whose household knowledge was so vast. They knew which plants

made the loveliest dyes, which cured fevers, which flavored food. They could string a loom almost blindfold and carve a canoe or a bowl with equal ease. They were music lovers and they made their own fiddles and dulcimers to accompany themselves when they sang to the tunes brought from overseas verses of their own making. Their household needs were beautifully filled for they were endowed with the eye that sees and they drew upon the handiwork of nature for their designs.

They did not, as a rule, commit their lore to writing. By father to son, by mother to daughter, the skills were taught not as “arts” or as “crafts” but as part of the natural and necessary training of householder or housewife. When machines and science first supplemented and then supplanted the work done by hand, much of this skill was lost to general knowledge. It lingered on in areas where the new technologies were slow to come or where a strong sense of family tradition preserved the family wisdom along with the family Bible and the trinkets that great-great-great-grandfather gave to great-great-grandmother when she was

sixteen. A few homes, too, cherished the things that ancestors had made. These people and these things are coming into their own again. Ancient coverlets and chests and pewter and glass and patchwork quilts—handled with infinite and loving care—are today providing patterns and inspiration for new craftsmanship.

Typical Vermont craftsman in his home workshop



The war has given impetus to an interest that was trickling down from "collectors" and "experts" in craftwork. Imported "peasant art" from Mexico and Switzerland and Austria, from Czechoslovakia and Jugoslavia and the Scandinavian countries had brought about a renaissance of interest in folk arts and folk crafts during the period between two world wars. When the present holocaust in Europe effectively dammed the supply of imports both sellers and buyers of the peasant art type of goods began to look nearer home for supplies. It was apparent that there were people all over the country who had skills as fine, native patterns as beautiful in their simplicity, materials as charming as the people of Europe had used. There were other people eager to learn the processes that would make them, too, skilled in these affairs. But, in general, these people were too unself-conscious about their crafts to know how or where to market the things they could make. Individuals or groups in their communities did what they could to help, but the efforts were scattered at best and were often dependent upon uncertain financial backing to keep going.

In 1941 the Vermont State Legislature, in recognition of this situation perhaps, made a modest appropriation for an Arts and Crafts Service to be set up under the State Department of Education. The purpose of the service was two-fold—to provide a clearing house to put craftsmen and shop-owners into direct touch with each other so that the craftsmen could find outlets for their products and the shopowners and other interested people could find products of the kind they wanted for their shelves; and to stimulate interest and participation in arts and crafts among children and young people.



A veteran spinner uses her old flax wheel to spin a new fibre, aralac

The program is state-wide with headquarters in the State House. Here visitors are interviewed, craftsmen's articles are received for comment and advice, requests for assistance are answered. From the State House offices the Arts and Crafts Service sends field workers throughout the state. In its files is information about shops and marketing centers, data on craftsmen who live in all Vermont's counties, the names of groups and individuals both in the state and outside of it who are interested in the development of arts and crafts.

There is a mass of reference material available to anyone who cares to use it. Information about equipment, supplies, and Federal legislation may be had for the asking. Photographs of craftsmen at work and many beautiful objects made in Vermont are the beginning of a permanent collection of contemporary Vermont handicrafts.

The Service is working more and more closely through teachers and art supervisors in the elementary, secondary, and normal schools of the state. Craftwork as a free-time, out-of-school activity is encouraged. The use of low-cost materials is stressed and visits to workshops of outstanding craftsmen in the community are suggested whenever they are possible. The Service suggests ways

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"Just Some Ideas I Had"

By HOWARD G. SPORE

Physical Education Maintenance Department
Board of Education
Wichita, Kansas

I CAME to Wichita, Kansas, in July 1922. Two hours after I left my house in search of a place to work, I found employment in a small harness shop. In the latter part of August, the Supervisor of Physical Education of the public schools of Wichita came into the shop. He said he was seeking some one who would do the repair work on the balls for all the schools for the coming term. I told him I thought I would be able to handle it through the shop and we made plans to that effect. The balls were to be delivered to me and picked up again on the following week.

I kept a record of all work done for each school—the number of balls repaired, what kind, and the cost. Just before the close of school the next spring, I took the records of the work over to the Board office, asking them if they would like to have it as a reference. The Supervisor said he was glad to get it, that it was something that they never had before as no one would ever take the trouble to keep a record. Then, too, no one had ever gone through the entire term repairing them. It had been done by first one and then another, and it was impossible to keep a record.

That closed my work for the Board for the time being. During the month of July 1923, I had a bone felon, first on my left hand, then on my right. Being unable to do any hand work at the shop, about all I attended to was the mail. One Saturday toward the end of the month, not having much to do, I left word that I was going over to see about making arrangements for the repairing of balls for the Board of Education during the fall. I got there just in time. The Supervisor and the Superintendent of Buildings and Grounds were just leaving the Board of Education shop to see about getting a man to put out on the football field so as to have it in shape for the fall games. I asked if they had anyone in mind and when told they did not, I asked for the position. I said that although I had

never done that type of work, I felt sure I would be able to do it satisfactorily. I was told to report for duty on the following Monday

morning. I was given a small key to the main gate on the athletic field. That was all the equipment I ever had handed over to me, all the responsibility I had at the time.

When I opened the athletic field that morning it was far from inviting. At one time it had been an alfalfa field. The field and a very large portion of the playfields had been under water during the spring flood, which was the largest Wichita had had for several years. No one had been working on it. Sunflowers (for which Kansas is noted)

stood a foot higher than the eight-foot fence. Later I had to use a Boy Scout ax to cut some of them down, they were so large and tough. The base filling for the quarter-mile cinder track had been hauled in, piled up along where the track—some day—was to be, but that also was about hidden with weeds and sunflowers. It was everything but a pleasant sight, and to make

it that much harder, I faced all that with one hand that I could use a little and the other one in such shape that I hadn't slept much for three weeks—going every evening to have it burned out with caustic.

With the one thought in mind, "Nothing attempted, nothing gained," I started in. I took a scuffle hoe and cut off everything that grew above the ground on the football field. There had, at one time, been some Bermuda grass roots planted, but they were few and far between. When I found any I left them grow. Going back over the ground after clearing it of weeds, thistles, and Mexican sand burrs, I kept all the Bermuda runners covered up, planting more roots in the bare spots. I kept sprinklers going all the time. In some cases I had to use just the open hose, but I kept it well-watered. It was so late in the summer before I started my work that not all of the grass had time

His hands were disabled when he needed them most—but he didn't let that stop him. He was without equipment—but that merely spurred him on. He faced difficulties of all kinds—but they only made him more anxious to get on with the job.

Here is his story—in his own words—as he told it to us for RECREATION. "I can operate a machine, cut leather, tie knots, and make patterns," he said, "but I just don't know the least little bit about this thing called writing."

to become firmly rooted by fall. But I did have a nice clean field—a nice, green gridiron and the rest of the field all cleaned out.

The new high school building that was being erected was supposed to be done for the opening of school, but it was a month late. I didn't have much of any place to do any repair work of any kind, so I made me a bench in front of a window in the football field house. The bench was two foot long and not much wider. I used a few hand tools of my own which I had brought from home. When cold weather set in, I had to move from my field house workshop. The high school hadn't been released by the contractors yet, so I moved into one small corner of the supply room, and there once more I set up a small bench. When the school finally opened, the gym was turned over to me to take care of. There wasn't enough work for two men on an eight hour day, but too much for one to get done in that time. I agreed to take it all over, working as many hours as was needed to get all the work done. A twelve hour day was what I called my short day.

By 1925 I thought I could fulfill a dream that I had had during all the hours when I was all alone out on that football field the first summer. That was to build up a department capable of doing all our own work—making most of our equipment and keeping all of it in repair; putting a stop to all the trouble of finding some one to do it, then being held up when we did find him!

I told my plans to the Superintendent, but he informed me that school systems never went in for making sporting goods equipment. I told my plans to our Supervisor, and asked for a couple of yards of canvas to make a thirty-inch cage ball. I was given an order, and I bought the material, went out to the gym, laid the material on the floor, and on my hands and knees I cut it out to pattern. In the back of the Singer Sewing Machine Company, on an old, second-hand machine, I sewed it up. When I put the bladder in, all my hopes and dreams faded. That cage ball, without a doubt, was the sorriest looking piece of work I have ever seen! A field pumpkin had a far better shape. I finally decided I had cut the material the wrong way of the goods, trying to save material. I still felt sure I could make that ball. My second attempt turned out beautifully. It was perfect! When it was presented at the Board meeting, I was granted my request to buy a machine to make cage balls for our own use and to help in doing other sewing that might come up. The amount of

money that was granted me was enough, by shopping around a little, to buy two machines. The next request I made was for a motor for my machines. That was granted, and from time to time I laid by a supply of the equipment I needed to build the department.

I had as yet to try out my biggest idea—that of making inflated balls for the grade schools. Material and equipment for that would run into money, but step by step I built up to it. Out on that football field my first summer I laid plans that I thought would take about ten years to complete. My ten years were to be up in July 1933. The Board passed on my last project, that of inflated balls for the grade schools, in April 1933. I beat the goal I had set into the future by three months.

At the present time I am manufacturing 194 different pieces of equipment for our school system—anything from a keyring strap to a six-foot push ball. Our playfields and athletic fields have been expanded until now we have thirteen tennis courts, and during the spring baseball tournament we can, if called upon, lay out eight official diamonds and still have room to spare. All the ground not used for the school lawns is serving as playfields. The larger portion of them are planted in Bermuda grass and kept mowed.

After several years of work, the most of which I did after my working hours here, I have made as complete a set of sports records as it is possible to make—of basketball, football, golf, swimming, tennis, track, baseball, and wrestling. For basketball and baseball I have all games played back to the first year they were played by our high school. Football started in 1894, basketball in 1902. The girls played basketball the previous year, but the boys wouldn't have anything to do with it, saying it was a "sissy" game. (How this world has changed!) I keep the wins and losses, all percentages worked out both for the year and the grand total for all games. I have records of all players' names and positions, and the coaches. I have another record of all the coaches compiled together, giving the number of years they coached each sport, wins, losses, and their percentages. It's rather amusing sometimes to hear some one brag about a certain coach, telling how grand he was. Then, when the records are referred to, Oh what a mistake! My regular set of records are for use in any way that the school, newspaper, or broadcasting stations want, but those of the coaches are not for public use. (You can readily see why they

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Recreation

New Obligations—New Approaches

By HARRY A. OVERSTREET

WHEN WE THINK of the birth and growth of the American nation, we invariably think of three institutions: town meeting, school, and church. Each of these was serious in aim and function.

The town meeting had the job of wrestling with the problems of the community; the school, of stimulating and training the laggard juvenile mind; the church, of keeping men from going to the devil.

Something, however, is omitted from this usual characterization of our country's development. America was not born wholly in seriousness; nor have the typical qualities we call American been nurtured exclusively in an atmosphere of practical-minded concern. A good case could be made for the thesis that the practice of freedom in America and the love of it were given their expression and strong support by institutions that were not serious at all. There was, for example, the barn dance—as typically American as the little red schoolhouse or the steepled church. There was the corn-husking; the quilting bee; the county fair; the hog-calling; the Saturday night band concert; sandlot baseball; the Halloween party; the picnic and the clambake; the spelling bee; the church social; the Thanksgiving dinner; the Fourth of July parade and fireworks.

These were America in the mood of having a good time; America putting aside the compulsions of business, work, chores, lessons, legislating, and doing what

Extracts from address delivered by Dr. Overstreet at the luncheon meeting, Tenth Annual Chicago Recreation Conference held November 22, 1944.

America wanted to do.

Not all the doings were always worth while. Some were foolish; some vulgar. But the important fact was that Americans thus made areas of freedom for themselves. In

these areas of freedom they built the kind of world—of folk fun and laughter—they wanted to live in for the time being. It did not matter greatly if nothing "practical" came out of these play worlds; that they were as insubstantial as air. The important thing was that Americans made these imaginative worlds for themselves, and that in making them they learned, through their folk fun, the ways of free people. Even when, as in the case of the barn-raising and the quilting bee, useful work was done, it was still done in a fashion that let the workers pretend they were playing. It was work without a ball and chain attached.

There is something here that seems to account for a certain quality found in the American type of freedom—a jauntiness and lack of pomposity; a certain power to take things gaily in one's stride; to be neither over-pitying of oneself nor over-glorifying; to make a joke even when things are crashing. It seems to account for a certain resiliency—bounce—in the American character.

"Swing your partner—all join hands." People who could stomp through the calls of the square dance—sweaty, laughing, shouting—would not be likely, the next day, to be ugly, back-biting, and absorbed with secret maneuvers. People who could yell at the umpire

One of the early American sports which persists today and will be popular as long as there are small boys and snow!



in the sandlot baseball would not be likely to sit around at night manipulating hidden deals against one another. People who could pack up the old truck with picnic baskets and all the available children and grown-ups could not help but have a certain gusto in life. Such people would have in them the stuff out of which freedom could be made.

We are apt to think of freedom too exclusively in terms of impassioned speech making, or of heroic defense against an enemy. It is important to think of it also in terms of play. Play is one of the most essential laboratories of freedom. Psychologists tell us that there is no transfer of skills; yet we may be daring enough to guess that a people bred in the freedoms of play—particularly of folk play—gain something by the rough and tumble and give and take of such play that makes their other freedoms more robust and assured.

Knowing People Through Play

People who don't play with one another are not apt to know one another very well. Work all your life in the same office with a person, and you may know very little of him. When he comes into the office he puts on his office self. He trots out his office abilities and his office interests. The rest of him he holds in abeyance. But go fishing with him, or play poker, or compete with him in a gunny sack race at the County Fair, and you may be surprised at the things you never knew about him!

Play shows up more sides of people than does work. Work occupies only part of our attention-span and brings out into the open only certain qualities in ourselves. These may not be the most important, the most delightful, or even the most detestable. They will simply be the qualities called for by the work requirements and the work environment. Hence those of us who know people as merely fellow workers are not likely to know them with all-roundness and thoroughness of understanding.

Democracy, however, requires that its citizens be wise about people: in other words, that they have a kind of "people-sense." This is obviously necessary, for the citizens of a democracy

have to vote at frequent intervals for the ever-shifting small army of their rulers. If they have little experience of people they will make blunders in their choice that are too costly for a democracy. Again, as citizens of a free society, they have to make laws for themselves and their fellows. If they don't adequately know their fellows (the white-Negro situation is a case in point); if they don't really know what they want and need, have no common feeling with them, they will not be wise in the laws they make.

Hence a democracy is powerfully helped along by citizens who have the habit of playing with one another. Things go bad when too many citizens take their pleasures by their individual selves or with their small intimate groups; sit in their rooms twirling a private dial and listening privately to what comes over the air; or occupy a seat hired for their private use in a theater and sit insulated by the dark. Citizens of a democracy who never play together miss the chance of really knowing one another. They suffer the danger of splitting up into sets, cliques, classes, and castes.

Play—A Basic Freedom

Play is no trifling afterthought in a democracy. It is one of the basic freedoms, because it is itself both the expression and the strengthener of freedom.

Recreation, therefore, is not a secondary concern for a democracy. It is a primary concern; for the kind of recreation a people make for themselves determines the kind of people they become and the kind of society they build.

Unfortunately, this is still far from being understood in America. We still drape a solemn Puritanism about us and intone that life is real and life is earnest and a bank account is but its goal. We still feel that if we venture to do the things we want to do, simply and solely because we like to do them, we are dangerously near to yielding ourselves to the im-providence of the devil.

We as a people need to know, far more truly than we now do, what the life of the free spirit means. It is the life that fulfills itself on all fronts.

"Music in every village . . . not merely canned music or air-borne music, but music played by the people themselves; music made intimate and lovely by direct creation and participation.

"Plays in every village . . . people learning to write and act the plays themselves.

"Artists in every village . . . farmer, storekeeper, mechanic, learning the delights of color and design.

"Study groups in every village . . . learning history, science, politics, philosophy, economics; learning to search out ideas.

"Is this fantastic? Or is this not of the very essence of the American Dream?"



Courtesy Evening Bulletin Folk Festival Association, Philadelphia

**People come to know one another
better when they play together**

inspired enough for the enterprise of democracy.

Most Americans have deplorably little chance to live their life on all fronts. In countless villages, towns and cities, on hundreds of thousands of farms, they live a life limited and drab; confined within the mere struggle to survive. They live the kind of life that breeds the prejudices of ignorance; that builds up ungenerous partisanship and a mean exclusiveness of class and caste. They do not live the kind of all-around life that makes people fit for a free society.

We need in these days to develop a sounder and more comprehensive philosophy of freedom than most of us now possess. Most of us get as far as "freedom of enterprise" and think it means simply the freedom to do business as we please. Freedom of enterprise should, however, come to mean the broader and deeper freedom to use all our powers of body, mind and spirit in activities that help to make the life of all of us more greatly livable.

We have talked hitherto of ourselves as a people whose job it was to conquer a continent. We come now to the time when, with a continent fairly well under control we turn to ourselves and ask what has been left unfinished within us. Our next job, we now begin to see, is to release the more authentic qualities in ourselves; to make ourselves into a people wise and generous and

Building a Better America

Now when all things are in a flux; when a tragic war has stirred us to the depths; when we are thinking of a future that we hope is to be in many ways different from the past, we need to resolve that the America we build will make better chances for all its people.

A society, to be rich in culture and democratically great, must have institutions that tap more than the practical, self-centered, competitive impulses of its people. It must tap their generous and creative impulses as well.

This is what those old institutions of folk-fun did. They gave Americans a chance to be free in ways that were good for everybody; ways that made people friendlier; better acquainted with one another; more ready to cooperate and help.

We need a modern program for the building of a more soundly democratic culture. In many ways we have departed from the democratic ways of the fathers. We no longer, for the most part, live as neighbors, but as strangers in towns and cities. We no longer play together but go to see people play for us. We no longer put hands and minds together as neighbors to do a common thing that

needs doing and that feels good in the doing. We hire a contractor. Our highly concentrated economic society has chiefly brought out in us the self-centered, self-isolating, competitive impulses.

A program for America needs to aim at two things: (1) to call out the non-competitive, non-self-centered impulses; (2) to induce people to experience their pleasures together instead of too exclusively in private.

Importance of the Recreative Arts

Here is where the recreative arts become a powerful aid in the building of a democratic people. These arts do so many different things for so many different people that they can play a major part in making people fit for a free society.

In the first place, the recreative arts can be one of the best preventives of juvenile delinquency. They can help save our young people. They can give them the chance for group association where they can make friendships; where they can have a sense of "belonging"; where they can create their own areas of freedom. Delinquency among young people is largely a matter of insecurity and boredom; of having nothing to do that is interesting or worthwhile; of counting for nothing. Recreation can give to them pro-social ways of getting the excitement and pride in participation that young people need.

In the second place, the recreative arts can build a high morale among people. Morale, as Gordon Allport has said, is the sense of feeling equal to the situation. To play with others, or voluntarily to pursue some worthwhile interest with others, gives the individual a sense of knowing people; of knowing his own powers; and of knowing his way around.

In the third place, the recreative arts can serve all sorts of therapeutic purposes. This is aptly illustrated by the project started at the Museum of Modern Art in New York City to give free courses in art in order "to help discharged veterans find their way back into civilian pursuits and pleasures."

"Former soldiers and sailors will receive free instruction in sculpture, ceramics, drawing, painting, woodworking design, jewelry, metal work, book illustration, wood engraving, graphic arts, silk screen printing, lettering, layout, typography, and weaving. Whether these men use it for recreation or for professional development directed toward new and better positions in the various fields of applied arts and crafts, the underlying purpose of the Veterans' Art Center will be not

only to bridge the gap between service and civilian life but to give the veteran impetus and aid toward a happier and more successful life than he had before the war."

In all kinds of ways we are learning that creative work undertaken for the pleasure of the work itself is one of the best medicines for those who are broken in body or mind.

In the fourth place, the recreative arts can serve in more ways than can be easily enumerated to release the healthy energies of people. Our routines demand much of us in the way of self-denial. We have to suppress certain desires in us; keep from doing things we would like to do at times when we would like to do them. The recreative arts give us our chances to do the things we want to do. They are an important way of letting off steam. When we engage in them we feel the singular relief of being ourselves; of being free agents; of being beyond the compulsions.

Finally, the recreative arts can serve powerfully as integrative forces in community life. Boys of all classes can play together on the neighborhood baseball team; different neighborhoods can play together. People can come together to hear music; to see plays. People can sing together and yell together.

We have here, then, in these five functions, a test that can be applied to any community. To what extent is it using recreation to help young people escape the bore-

If they begin at an early art of playing together—s



dom and the aimlessness that easily lead to delinquency? To what extent is it providing recreational opportunities where morale is low? To what extent is it making use of the recreative arts for restoring those disabled in body or mind? To what extent does it open opportunities for those releases of energies that are essential to everyone living in a highly routinized society? To what extent does it integrate its people through the arts of common enjoyment and common participation?

Filling the Gap

We might define recreation as "whatever people do to fill the gap between their established routines and what they think of as the good life."

With some of us the gap is very small. Our established routines—in business or profession—are themselves the kind of life we like to live. Our work, we say, is our play. With others of us the gap is wide; there is little in the established routines that we like. Our hopes for the good life have, therefore, to be found outside the routines.

Society is made up of all kinds of people with all kinds of gaps between what they are compelled to do and what they would like to do. Those who organize recreation in a community have to remember all these different kinds of people and respond to their different needs. Fundamentally, however, there are three major things that recreation leaders in a community have to do:

(1) They have to make people who are completely caught in a routine aware of the neglected parts of themselves that they could enjoy if given a chance. This might be called the "awakening" function of recreation leaders. Their job is to call attention to the opportunities a community offers for the pleasurable use of leisure time, and to make those opportunities so attractive that routinized individuals will drag themselves out of their routines.

(2) They have to encourage people toward those forms of recreation that are on the side of good feeling and fellowship in a democratic society. Not all forms of recreation are democratically good. Gambling, cock-fighting, low forms of dancing may work positive harm. The job of recreation leaders is to create a love for the kinds of recreation that make people more fit to live with themselves and their fellows. This might be called the "directive" function of recreation leaders.

(3) They have to supply the actual situations in which people can enjoy such recreation activities as go beyond the individual's capacity to supply for himself. For example, the individual cannot be a discussion group by himself; or provide himself with a series of lectures; or stage a play with himself as playwright, actor, director, and audience. Opportunities have to be provided for experiences in situations that go beyond the individual himself. This is the "organizing" function of recreation leaders.

Moving Toward a Free Society

There is a time of great confusion and bitterness ahead of us in America. Never before have there been so many persons uprooted. The soldier has been uprooted. He will return a stranger to his land; perhaps a stranger disabled in body and spirit. The war worker has been uprooted. He lives in an alien city. His children go to school with alien children. He and his family have nothing stable enough in their lives to encourage them to send down their roots into the community life. And because he and his family are aliens, there is not a happy or helpful relation between them and the people of the community.

Never before in America has there been so vast a migration of its people: its young men and women in the services moving over the face of the globe; its soldiers' wives entraining from camp to camp, picking up their suitcases and

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an early age to learn the
together—so much the better!



Courtesy Minneapolis Morning Tribune

I've Seen Their Faces

By NANCY WILSON CASSADY
Charleston, West Virginia

IN THE SPRING of 1943 at a well-attended Junior League meeting, Mrs. C. Paul Heavener, the City Recreation Director, made a moving appeal for our aid and interest in a fairly new city recreation project—the Boys' and Girls' Club—where boys and girls of our city could gather under supervision to enjoy parties, games, classes, dances, sports, reading, and dramatics in their own clubrooms.

We all believed the Boys' and Girls' Club to be of vital importance, so the Junior League and the city became co-financers of the project. The Junior League set apart eleven hundred dollars for a year's operational expenses of the club; the city furnished the rest. The clubrooms are easily accessible to children who need a wholesome place to spend their leisure time—and are rent-free.

A committee of Junior League members took over the responsibility of organizing the club and directing the program. Our professional director, Miss Lola Whitecraft, is in charge at all hours. The boys and girls of the club elect their own officers from their membership, and are largely responsible for the administration of club policies. They meet with Miss Whitecraft to discuss club matters, and assume other responsibilities such as collecting a small admission charge for the dances. They turn this money back into their club for improvements and this year they have paid back the Junior League for the boys' basketball and football uniforms. Junior League volunteers work in the well-equipped library and supervise activities in the big room where there are ping-pong and billiard tables and large, substantial tables for blocks, modeling, coloring and painting. There is also a sandbox, a piano, and last, but not least, the all-important juke box. Some volunteers conduct classes in knitting, painting or dancing.

At night it is the teen-agers who take over; younger children are not admitted because there is not a separate room for them, and the older girls and boys will not come if we mix ages. The juke box, ping-pong, and billiard tables are the chosen entertainment of these older girls and boys. Their

offices and responsibilities also mean a great deal to them.

In the afternoon all ages are welcome, and they flock in immediately after school by the dozens—all sizes, all temperaments—swarming to the play tables. The boys hurry to the boxing room. Miss Whitecraft is besieged for this and that game or service, and questions rain around her. The volunteer workers are seized around the waist or legs, anywhere the smaller children can reach. A boy comes up the stairs followed by a dog with his tail straight up in the air. A little girl carries a thin, but ingratiating, grey kitten. A ten-year-old boy carries a small baby brother around with an amazing tenderness and occasionally puts him down for a few minutes while he plays with other ten-year-olds. There is a black-eyed, twelve-year-old boy, husky, full of personality, and a thin, spunky little girl of about eight who exudes dry wit with every lisp. (We searched frantically at library closing time one day for a book for her about the pilgrims—"pildrims," she called them—because she said she had to have it for school the next day. "Oh Dod," she remarked casually when, finally, we had to close without having discovered the desired treasure.)

I have looked through the partly open boxing room door and have seen the ropes around the ring dancing, jiggled by the feet of little boys who were eagerly watching the bout. It gave a singular appearance of animation, for from where I was I could not see the little boys, only the jumping ropes.

(Continued on page 614)



Courtesy Berkeley, Calif.
Recreation Department

Getting Publicity

By S. W. MORRIS

RECREATION activities constitute news and therefore deserve a place in newspaper columns. But unless those entrusted with the programming and supervision of recreation events are publicity-minded, unless they develop a "nose for news," and unless they know how to maintain a co-operative liaison with editorial rooms, public participation and attendance figures will definitely mirror their journalistic inadequateness.

Publicity is advertising, and it comes gratuitously only if it can bear the stamp of legitimate news. There can be no question that every recreation department, no matter how small, has legitimate news to purvey. It is, therefore, not difficult to get space in newspapers if recreation executives make the right approach.

It's Well to Know the Editors

First of all, it is good "politics" on the part of the city recreation director to develop the acquaintance of both the city editor and the sports editor of each paper. Your chance of getting material printed is considerably enhanced if these editors know you and if you have diplomatically solicited their cooperation.

Secondly, learn the identity of the reporter assigned to "cover" recreation news and then assist him in every way, making it easy for him to gather the news. This can be done by the preparation of press releases giving all necessary information about an event, phoning him the news, or giving him the information when he visits your office daily.

Recreation departments located in sizable metropolitan cities generally do not receive very good reportorial coverage, therefore they must rely on press releases which are mailed or otherwise delivered to each city desk or sports desk. A press release is a better medium than telephoning in news, unless of course you have "spot" or right up-to-the-minute news which must catch the first edition.

"Fortunately," says Mr. Morris, "there are very few recreation departments who do not recognize the usefulness of publicity. The principal difficulty handicapping many recreation officials is lack of knowledge on how to promote free space in the newspapers."

In this article Mr. Morris, who is Executive Editor of the Writers' Section, Office of War Information, gives some very practical suggestions on how to secure space and what to do with it when you get it!

The Press Releases

Generally someone in the recreation department can be assigned to the preparation of these press releases. He or she should have the complete information and should make the release as detailed as possible allowing the newspaper to use everything or to "boil it down" to whatever size it desires.

It is important to remember that press releases should be typed double spaced, and

in the upper left-hand corner should carry a notation such as the following:

FROM:

City Recreation Department
Randolph 7915
Extension 1120
John Doe

In the upper right-hand corner should appear a line to indicate whether the release is for immediate use or for a certain day, thus:

FOR IMMEDIATE RELEASE OR FOR RELEASE
THURSDAY AFTERNOON PAPERS

The press release should be complete so that the city desk or sports desk will not find it necessary to call back to clarify some point, or get information which had unfortunately been omitted. The release should answer the questions: WHO, WHEN, WHY, WHERE, WHAT, and HOW. Try to follow newspaper style as much as possible. A study of the columns will prove helpful.

Things to Keep in Mind

When the recreation department has planned a large city-wide event—for example, a playground track meet, a kite flying contest or pet show—it should use advance promotion by issuing stories daily, providing the papers with some new information in each release. It is not compulsory to write different stories for different papers; carbon copies will suffice. However, a word of warning should be dropped here. Never favor one paper over another. Be fair in distributing your news. Don't show partiality to the afternoon papers, for instance, and thus prejudice the morning dailies against you.

Another important fact to remember is that when the event or contest is over the results should be given the press immediately. Don't wait to phone or send in the results twenty-four or seventy-two hours later. Always report today's news today!

Newspapers like to print names. Include as many as possible in your stories. Be sure of your spelling. Newspapers also are receptive to oddities, unusual news. Examples: oldest playground in city, pitcher of no-hit, no-run game, girl who brings pet duck to playground daily, etc.

Press releases are not as necessary in small cities as they are in cities 300,000 or more in population, for example. In all probability the recreation department will be on the "beat" of the small city reporter who generally covers board of education news. Typed information will be appreciated, but you can deliver your news vocally to him.

Whether you are in a big city or in a town you will find the sports editor generally cooperative about using news of sports events. A good proportion of recreation news will generally land in the sports columns. So cultivate the friendship of the sports staff.

It is an excellent idea to provide both the city editor and the sports editor with your weekly, city-wide calendar of recreation events. You will find them willing to print the schedule.

City recreation directors should insist that all playground directors cooperate with the press in reporting their own respective activities, either by phone or by a typed story sent by mail.

Do not protest if some of the submitted stories never see print, or if they are condensed to the size of a bulletin. The fate of your recreation news will depend on a number of factors such as space limitations and news interest.

About Photographs

Be alert for picture ideas. Recreation departments are advised to remember that photographs are excellent publicity media. Pictures always attract attention in newspapers. Get in touch with the picture editor, or, if the paper has none, the city editor, and persuade him to send a cameraman to an event.

Any city-wide recreation event—a championship mar-

bles tournament, for example—is worthy of photographic coverage. Tip off the city editor or sports editor as to the time and place and give him some ideas for potential pictures. In all likelihood a staff photographer will be assigned to make some shots.

Whether any of the pictures actually see print will depend to a large degree on the recreation leaders in charge of the event and on the cameraman himself. Let him shoot what he wants; never insist on any particular pose. His experience qualifies him to know the qualities of a good news or feature picture. Help him by providing caption material, especially by jotting down the left-to-right identity of the people posing.

If the paper should find its space limited because of a big war story or spot war photographs, for instance, and your picture is crowded out, it would be wise to approach the photographer and induce him to make a print or two for the records of the recreation department or for display purposes.

Where two or more newspapers serve a city, it is recommended that all papers be notified simultaneously of a picture possibility. Never tip off one newspaper exclusively and ignore the others, as this is possibly fatal to future cooperation.

Sometimes there is an amateur photographer who is willing to shoot some scenes of playground activities which a newspaper might accept for publication. The print should be a glossy one and 8 x 10 inches. The amateur cameraman would feel himself amply repaid if he were to see his picture in the paper. Reliance on amateur photographers, of course, is unnecessary if the daily newspapers maintain their own photographic staffs.

Other Publicity Mediums

Not only will the daily newspaper use your recreation news, but community weeklies also will be very receptive to all items concerning activities going on within their own circulation areas. Playground leaders should visit the weekly paper, develop the friendship of the editor, and submit local playground news, preferably typed.

Don't hesitate to be detailed, as these weeklies are generally hungry for material, particularly if it includes names of people in the community. A chat with the editor

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Writes a recreation worker: "The maximum possibilities of the press have not been used for real interpretation of the benefits of recreation, its needs, purposes, and underlying values. More ingenuity should be employed to get these basic reasons before readers of newspapers, since increasingly people need to be reminded of the values if they are going to continue to support recreation either by contributions or by votes."

Postwar Planning for Recreation

THE MOST IMPORTANT goal toward which every man, woman, and child should be working at the present time is the provision of essential supplies for the front line in larger and larger quantities. On the other hand, men coming back from the battle areas will want to find that the people on the home front have kept pace with the times. Planning for the future development and expansion of parks and recreational opportunities for them and their families will be in keeping with their ideas and will merit and receive their approval. It is therefore fitting that planning in the field of recreation should begin now.

In a talk before the American Institute of Park

"Boys and girls who learn to play together, boys and girls who are good teammates, will make good neighbors"



Courtesy Lancaster, Pa., Recreation Association

"Most of the ten to twelve million men who are now in the armed forces will have learned to live together. From one-half to three-quarters of them will have traveled to foreign lands. All of them will have had their horizons broadened and their vision expanded."

This in itself presents a great challenge to the communities to which these servicemen will return. How we at home are to meet the challenge was the subject discussed by Lieut. Comdr. Mathewson at the annual meeting of the New Jersey Parks and Recreation Association held at Newark, New Jersey, December 13, 1944.

By Lieut. Comdr. F. S. MATHEWSON
District Welfare and Recreation Officer
Ninth Naval District

Executives in Indianapolis, I spoke at some length of the large number of war casualties known as neuropsychiatrics. Their condition is brought about in many instances because these men cannot live and work together with others or follow the routine of military life. We must prepare the youth of our country for this routine. We must prepare them physically, mentally, and sociologically to accept the sociability and comradeship which go with military life.

Compulsory military training if it becomes a reality will make this essential. But in any case this is the same friendship and comradeship which make normal community life worth living.

The parks and recreation program will probably have a bigger part to play in this program in the future than it has had in the past. Boys and

girls who learn to play together, boys and girls who are good teammates, will make good shipmates and good neighbors and good friends.

Life in the Army and Navy has, it is believed, in many instances created a greater interest in sports and games. The country as a whole is alive to the need for a comprehensive health program. With over 4,000,000 young men found ineligible for military service, some definite steps must be taken to improve the nation's health. Physical education and health programs on the preschool and public school levels will play a big part in any health program which is adopted.

A closer check on and correction of teeth, tonsils, heart, eyes, and other remedial deficiencies must be a part of the community health program of the future. All types of sports, games, and contests as promoted by the community should occupy an important role in the physical maintenance of our people. "Physical maintenance," meaning the maintaining of our physical bodies to a high efficiency level, will be the topic of much discussion in the future.

Today in the army hundreds of thousands of young men are learning new skills about which they are most enthusiastic. Schools of every conceivable type are being conducted. Men are getting an equivalent of a college education in a few months. Fighting in small compact units such as a tank, a PT boat, or a bomber, has developed a "team" spirit to a great degree.

Trends to Be Considered

There are so many trends today that have every indication of affecting the future pattern of society that it is impossible for one to touch on them all in a talk such as this in the time that is allotted. I shall, therefore, refer to only a few of those of which postwar planning in recreation should take cognizance. Some of the developments of the past few years that must be considered in any postwar planning for recreation are:

The increase in juvenile delinquency, the increased needs for recreational leadership, the expansion of the industrial recreation program, the teen-age center, the need of more recreation facilities for older people, the higher age of economic independence for youth, the Negro and white racial problem, the establishment of living memorials for our war heroes, the growing interest in state and federal departments of recreation are only a few of the trends of the time.

In spite of the millions of children in our schools today and the youth problem with which we are faced, statistics show that we are becoming a nation of older people. Serious consideration, more serious than I have observed, should be given to types of recreation for older people.

Thousands of men and women who are working today and are active on the production lines of our war plants, will retire after the need for the expanded production has been reached. Churches, schools, parks, public recreation systems must expand their programs to provide for these older people. Greater opportunity for service to public organizations and to the community must be made available to them. I know of no finer example of service to his fellowmen and his community and state than the life of Albert W. Drake, our late Treasurer. Upon retirement, he gave unstintingly of his time and energy to public projects conceived for the welfare and benefit of his fellowmen. We need more men like Albert Drake in every community.

Studies conducted by the University of Michigan show conclusively that for the past several years the trend toward the age of economic independence for our young people is getting higher and higher. It is becoming increasingly difficult for young couples to gain a financial position which enables them to marry and establish homes of their own. This condition will have an increasing effect upon society, an effect that is so far-reaching in its influence that it staggers the imagination.

In a year or two there will be four million young men between the ages of nineteen and twenty-four looking for jobs. These men have been doing a man's work for the past two or three years. They will be mature in spirit, mind, and body; anxious to marry, to establish homes, and to get their roots down into the community. These men, fresh from military service, will be given the first choice of such jobs as may be available. They are entitled to these jobs and all of us hope they will get them.

But what will happen to the millions of other young men and young women who will be graduating from high school and college during the next few years? It is doubtful if the job opportunity of the last four years will exist.

Compulsory military training will not be the complete answer. Certainly the WPA, CCC, or NYA is not the answer. There must be something better than this type of program. Free enterprise in business, if allowed to function fully, would help materially. Production alone will not solve the

problem; there must be a ready market for our enterprise.

Recreation certainly is not a substitute for work. Play will not, and should not, take the place of a job. Hobbies, nature study, arts and crafts, dramatics, music, and sports, valuable as they all may be in creating culture in America, find their greatest role avocationally rather than as a substitute for a vocation. Yet, because of the harvest which might result from seed sown by young people forced into idleness, we who are concerned with these problems must plan now for the future. Remember, it was the youth of Germany who, discontented with their lot and with no hope for the future, become the willing disciples of Hitler and the believers in his doctrines. If you think he didn't do a good job, all you have to do is to talk with some of the German prisoners now in America! They are still unconvinced of the folly of their Fuehrer and his program.

The opportunity for the young men and young women to engage in wholesome sports, the chance to occupy the leisure hours in creative activities may be the salvation of this nation, should it find itself faced with the type of youth problems I have suggested.

To meet this need there must be expansion in all phases of the parks and recreation facilities, as well as leadership. The cost will be considerable, but none of us dare say that we, as a people, cannot afford it. We do not dare *not* to afford it.

The colored and white racial problem is facing America today as it never has in its history. Recreation is a stabilizer. It can play a great part in helping America solve this great problem. If we don't solve it, God help America!

During the past two years I have seen bad patterns, and I have seen some good patterns designed to meet this problem. Out of this emergency I hope we may find the clue to our future progress in this field of social planning.

As I travel about the thirteen midwestern states comprising the Ninth Naval District, knowing as



Courtesy Philadelphia Council of Social Agencies

I do the status of park development on the eastern seaboard, I am convinced that New Jersey as a state must accelerate its park and parkway program if it is to keep pace with its sister states.

Opportunities for New Jersey

There are great possibilities in New Jersey for bringing the out-of-doors to our citizens, and our citizens to the out-of-doors. I refer to the expansion of our parkway system, the acquisition of two or three seashore parks, the further development of our state, county, and municipal park systems, the improvement of our streams and rivers as recreational facilities, the halting of pollution, and the establishment of a national park in the sand dune area of South Jersey. These and many other natural resources place New Jersey in a fortunate position. It should not delay action until it is too late.

I was glad to hear this afternoon that an appropriation has been granted to acquire the Delaware and Raritan Canal. The initial work is soon to be started. When it is completed, this canal will provide a much needed water supply not only for industrial purposes but for recreation as well. This project, it is hoped, may be developed all the way from the intake on the Delaware River to a suitable point at or shortly above New Brunswick. As you well know this association has for several years advocated and supported this improvement.

The contact with nature by the masses of people

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The Minneapolis Parade Center

WAR TIME is a time of decision when we bring in question our old procedures and attempt to evaluate them in the light of developments. At this very hour we, as a nation, are bringing in question our foreign policy. We are examining our traditional methods of conducting our relationships with other nations, and our destiny for years to come will be determined by the decisions made in the next few months.

We are beset on every side by evidences of concern for the postwar world. We learn of a department store that has applied for a license to operate an autogiro delivery service; we read of postwar homes to be heated by the sun's rays; of automobiles using an improved fuel enabling us to get forty to fifty miles on a gallon of gasoline.

Some of these things may come to pass, and some of them may not. We do not know. There are certain things, however, that we do know. We know that there are now more than eight million men and women in the armed forces of the United States and that this figure is scheduled to be eleven million by July 1; that everyone of these eleven million will have been subjected to the physical development program of the armed services. We know that after World War I sports and athletics enjoyed the biggest boom in history, and there is every indication that this development will be repeated on an even larger scale after this war.

We know that, according to the recent report of the President's five-man medical board, in recent months, draft boards and induction centers have been forced to reject as unfit forty-six per cent of all men between eighteen and thirty-eight; that among United States males of eighteen years, who should be at the peak of good health, one out of four up for induction, is unfit for combat.

We know that there has been an alarming increase in the rate of juvenile delinquency on a nationwide scale, and that though this rate has not increased on a large scale locally, there is much room for improvement in our treatment of adolescents.

In preparing plans for the future development of The Parade in Minneapolis as a great city-wide athletic, sport, and general recreation center, many conferences were held. The final conclusions reached have the unanimous support of members of the Recreation Department of the Board of Park Commissioners, and the proposal is endorsed by the Board of Directors of the Minneapolis Municipal Athletic Association.

The plans were prepared by Karl Raymond, Director of Recreation of the Park Department, and A. E. Berthe, Park Engineer. We present extracts from Mr. Raymond's report to C. A. Bossen, Superintendent of Parks.

These considerations are of utmost importance to all agencies, public and private, that have to do with the public welfare. They are of broad significance nationally, but they are of no less importance locally.

Physical fitness and juvenile delinquency are not exclusively the concern of a department of public recreation, but they are two factors of great importance in the determination of department policy. Along with

factors of local significance which are explained subsequently, they form the basis of this proposal for the erection of a city-wide recreation center at The Parade.

The Parade Recreation Center

The Center is divided into four general units:

1. Field house and community center;
2. Indoor ice hockey rink;
3. Athletic fields;
4. Tennis courts.

Field House and Modern Community Center.

This unit would include an indoor recreation center designed particularly to meet just the situation which has received so much public attention in recent months, that of providing a center with a congenial atmosphere under tactful supervision for the social activities of adolescents. In it would be included a combination assembly hall with stage and gymnasium, a lounge for informal reading and quiet games, an arts and crafts work shop, two or more club or committee rooms, a social room, a snack bar, a kitchen, and a service and storage room.

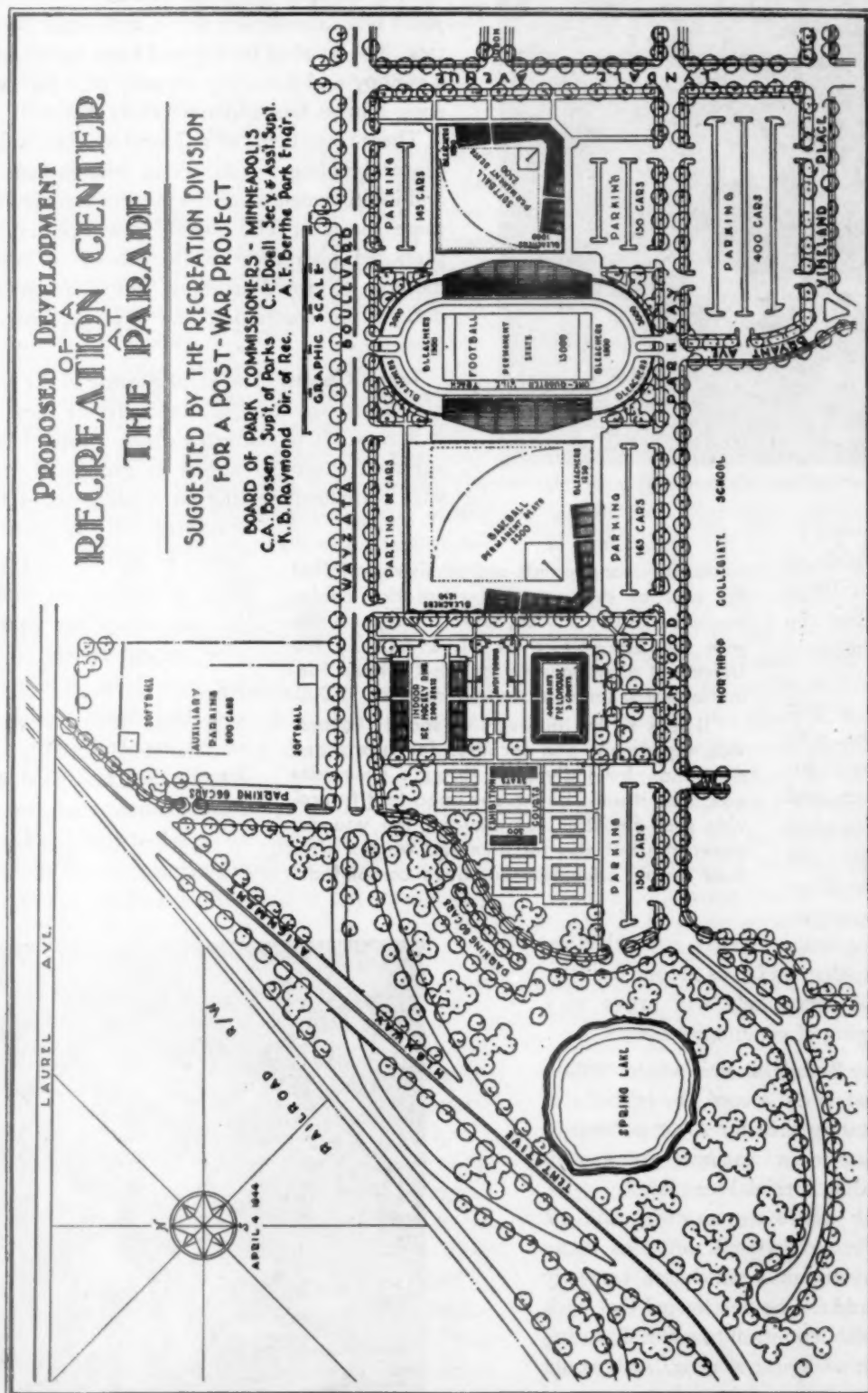
Conveniently located to the community center proper would be the facilities for indoor sports such as bowling alleys, rifle range, archery range, shuffleboard courts, and golf driving nets.

Such a center would be unique in that it would provide not only a social center for the exclusive use of adolescents, but also a headquarters for little theater groups, arts and crafts projects, and social and hobby clubs which could be promoted by our Recreation Division on a city-wide basis on

PROPOSED DEVELOPMENT OF RECREATION CENTER THE PARADE

SUGGESTED BY THE RECREATION DIVISION
FOR A POST-WAR PROJECT

BOARD OF PARK COMMISSIONERS - MINNEAPOLIS
C.A. Bossen Supt. of Parks C.E. Doell Sec'y & Asst. Supt.
K.B. Raymond Dir. of Rec. A.E. Berthe Park Engr.



Courtesy Parks and Recreation

community center, an indoor ice hockey rink, athletic fields, and tennis courts. There will be adequate provision for the parking of cars.



Courtesy Minneapolis Board of Park Commissioners

a more comprehensive scale than is possible at present. These facilities would be contained in the wing adjoining the field house.

The field house proper containing an arena with sufficient floor space for three basketball courts and permanent seating for 4,000 persons, will fulfill the greatest need — facilities for conducting a comprehensive indoor program in sports and athletics. It will solve our problem as far as indoor facilities are concerned, and very likely will prove very popular for the staging of community events.

Indoor Ice Hockey Rink. This unit would contain an arena approximately 85' x 200', the official size for ice hockey, a seating area for 2,500 persons, a lobby and ticket office, a warming room with refectory stand, and an artificial ice plant.

An enclosed rink where temperatures and ice conditions can be controlled will serve as many teams as four outdoor rinks which are perfectly maintained. It should not be overlooked that such a structure would also lend itself to general skating and the instruction of figure skating, and would provide opportunity for an enlarged program of league hockey.

Athletic Fields. Separate lighted fields for football, baseball and softball are contemplated

under this unit. The football field would have seating capacity for from 15,000 to 20,000, a press box, a refectory stand, and other facilities. The baseball field would have stands with a canopy and a seating capacity of 2,500 persons, a press box and a refectory stand.

These three fields all adjacent to The Parade center building would be an enlargement of and improvement over the present facilities for these sports at The Parade now. Under the proposed plan they would provide a better method of crowd-handling, better accommodations for spectators, and a larger seating capacity.

Tennis Courts. The arrangement of the tennis courts would be substantially the same as it is now. It is planned to have twelve hard-surfaced courts arranged in groups of two, with permanent seating for a minimum of 500

spectators. Four courts would be lighted for night play, among which would be the exhibition courts. The present tennis building would be eliminated and its features would be incorporated into The Parade center building. Maintenance cost would be lessened through hard-surfacing.

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Courtesy Minneapolis Star-Journal and Tribune

The Pleasures of Reading

By R. B. HOUSE

THINK ONE of the greatest joys of reading for fun is now and then to run across a new book which seems to be especially written for one's own self. In reading Ferris Greenslet's *Under the Bridge*, I came across a reference to Lord Grey of Fallodon and a quotation from his address on *Recreation* to students at Harvard, about 1920. I went down to the library to find and read this whole address, and found that it was not only separately published, but was a part of a larger work, *The Fallodon Papers*, published by Houghton Mifflin in 1926. I have been delighted with these essays on the pleasures of reading, the pleasures of observing birds and outdoor nature in general, the pleasures of fly-fishing, and of Wordsworth's *Prelude* — Wordsworth is the favorite poet of Lord Grey. Every one loves confirmation of his own ideas and efforts in a given field. For over fifteen years I have been preaching the gospel of recreation as a means of refreshing people who have to work hard and seriously, so as to send them back to their jobs invigorated in spirit, mind, and body. In fact, running through my series of articles is something of this philosophy of enjoyment, and Lord Grey, in his essay on recreation, states practically every main point that I have been trying to make; hence, I have annexed his volume as one of my main resources.

First of all, I should like to praise the calm, happy spirit of repose which runs through these essays. Lord Grey, in World War I, is comparable to Anthony Eden, and to some extent Winston Churchill, in World War II. He liberally gave his time, his health, and his strength, to the service of his country; and like Milton, he even gave his eyes. These essays were not written at all. They are talks which he made after he was too blind to write. They were taken down by a stenographer and corrected verbally by Lord Grey when they were read to him. And yet, there is not a single note of unhappiness; he is perfectly matter-of-fact about hardships and tragedies that strike all of us in life. But, and this is his main point, there are spiritual, mental, and physical resources of enjoy-

This is one of a series of articles on "Faith, Work and Play in Wartime" by the Dean of Administration of the University of North Carolina. It is reprinted by permission from the November 1944 issue of *Popular Government*.

ment in which every man, no matter how trying his condition may be, can find strength.

"Recreation" is Lord Grey's name for what I have been calling "enjoyment." Recreation, in Lord Grey's thought, is not the most important thing in life at all. He lists

the following elements of a good life in the order of their importance: (1) a moral basis for action; (2) a reasonable share of domestic happiness; (3) a job of work which gives a man a stake in his day and generation; (4) a reasonable amount of leisure. And then his entire theme is the wise use of this leisure.

Lord Grey advises every person to try games enough to find out what sort of games he may enjoy. In the second place, he advises everyone to keep alert to sportsmanship. He pays a tribute to golf, but says that he never made a golfer and never would. His game is tennis; but over and above his enjoyment of tennis is his passionate enjoyment of fly-fishing in running streams. His essay on this sport is truly enthusiastic and artistically done. I am not a fly-fisherman myself, but it is a joy to hear a man talk about his own hobby in such convincing terms. Lord Grey says that a hobby of this sort must be one which the sportsman has loved for a long time and knows enough about to enjoy it in anticipation and in reminiscence when he cannot be actually employed in the sport itself.

After some practical advice on games and sport, Lord Grey recommends gardening as a recreation which increases in richness and satisfaction the longer one engages in it. And gardening, along with fishing, helps to introduce us to one of Lord Grey's main themes, Nature, which he talks about under the idea of appreciating the beauty of the world. He says that our appreciation of this beauty may amount to no more than seeing what sort of weather it is day by day. He is a country man and says that, at least, it is always some sort of a day, in the country. But he, himself, has not stopped there, and his book is full of wise and poetic, and at the same time, acutely accurate

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It's Being Done in Nature Recreation

Cap'n Bill's Column of Nature-Grams

"AQUATIC Plants of the United States," by Walter Conrad Muenscher. Comstock Publishing Company. 374 pp. Illustrated. \$5.00.

"Bellamy, Edward. It was more than seventy years ago that Edward Bellamy was writing about nature recreation, according to Dr. Arthur Morgan in his *Biography of Edward Bellamy* published by the Columbia University Press. The biography, which Dr. Morgan started as a hobby, proved so fascinating that the brief story grew into a volume.

Bellamy was a true nature recreationist. He tried to get others to have the same fun which, he pointed out in one of his editorials, Horace Greeley wished that he might have had.

"Horace Greeley often expressed a desire to go afishing, but he never found time; and now he is dead and will never have another chance. Had he taken a little pleasant piscatorial exercise every year, he might have been alive still. All work and no play was too much even for his strong constitution, and the great brain has stopped working prematurely. . . .

"Let those who would wish to avoid Mr. Greeley's fate make time to go afishing. . . . It will do them a world of good, and probably not hurt the fishes much. It does not make much difference how or where people go afishing, if they will only go."—From "Go Afishing," *Springfield Union*, May 20, 1873.

California. "Adventure in Scenery," by Daniel F. Willard. Jaques Cottell Press. 438 pp. Illustrated. \$3.75. Geology and climate for the general reader.

Earth Science. "Enough and to Spare," by Kirtley F. Mather. Harper. 186 pp. Illustrated. \$2.00.

Forest, Memorial. The Goodwill Conservation Club, Madison, Indiana, has purchased ninety-seven acres of land in Jefferson County for a recreation area. It will be named Camp Riehl-Cran-

ford in honor of the Club's first two presidents. Special markers will be placed at the base of certain trees in memory of those who gave their lives for their country

Insect Collections. "How to Make Insect Collections." Extension Bulletin, Michigan State College, March 1944.

Insect Life. Merit Badge Pamphlet, published by the Boy Scouts of America. \$.25.

Nature Education in the Sierra Mountains. "One Day on Beetle Rock," by Sally Garrigher. Alfred A. Knopf. 224 pp. \$2.75. An accurate nature book interestingly written.

"*Naturalist's Lexicon*," compiled by Robert S. Woods. Abbey Garden Press. 282 pp. \$2.75.

Plants. "Travelers All," by Irma E. Webber. W. R. Scott. \$1.25. Basic facts for children about how plants go places.

Reptiles and Amphibians "They Hop and Crawl," by Percy A. Morris. Jaques Cottell Press, 253 pp. \$3.50.

School Forests, Jamestown, N. Y. The first school forest at Jamestown was started in 1927 with 250 acres in the township of Poland. It is now producing revenue and, better still, it is a nature study laboratory in which the community takes pride.

"*Seashore Parade*," by Muriel L. Guberlet. Jaques Cottell Press. 200 pp. Colored plates. \$1.75.

Snakes. "Poisonous Snakes of the Eastern United States," published by the North Carolina State Museum, Raleigh, N. C. \$.10.

What Is Important? One of the most important things for every child to discover is that it is fun to explore the world about him. This discovery he can keep with him always.

"Whether there is anything more in nature than we ourselves put into it in the way of beautiful and grand impressions is very much like the question whether the statue is in the marble before the chisel of the sculptor has formed and revealed it."—Edward Bellamy in *Springfield Union*, August 20, 1874.

WORLD AT PLAY

Kansas City Plans Outdoor Stage

PLANS for the erection of a large municipal opera stage in Swope Park have been authorized by the Kansas City Park Board. The proposed stage, which will be used for both opera and orchestra programs will contain ample scenery storage space and underground dressing rooms. Amplifiers will be arranged to carry the music over an area that will accommodate an audience of at least 10,000.

According to an article in *Musical America*, "The high success of the present summer orchestra and band concerts has encouraged the park board to look forward to successful musical presentation of wider appeal and higher value. Cooperation with St. Louis in the presentation of operas has been assured and Kansas City itself has much splendid talent to draw upon."

The Kansas City Civic Orchestra and Municipal Band gave nightly concerts this summer which attracted crowds of 2,000 to 4,000 listeners.

A Chinese Service Club

SEATTLE, Washington, has a club for Chinese servicemen which provides many forms of recreation, has a large lounge, library, game room, snack bar, check room, and information center. It is sponsored by the Chinese civilian population of Seattle to provide hospitality for their own race serving under the United States flag.

The Lights of Fresno

AS SEPTEMBER turned long summer afternoons imperceptibly into long winter evenings, most recreation programs moved indoors. Not Fresno, California! That well-known climate meant September and October evenings still warm enough to lure youngsters and oldsters into the open for play when supper was over. The playgrounds, shining cheerfully under night lights, were ready for them, and in spite of a manpower shortage that made the going tough at times, the playing fields have been alive with old and young, servicemen and civilians, going about their happy (and lawful) occasions.

Touch football has been the most popular game, but others—softball, crack-the-whip, basketball, tennis—have kept pleasantly occupied many boys and girls who might otherwise have been "roaming 'round" the streets.

Allentown's Municipal Opera Company

ON DECEMBER 6, 7, and 8, 1944, the Municipal Opera Company of Allentown, Pennsylvania, sponsored by the Allentown Recreation Commission, presented the opera, "Roberta."

The Company is now in its sixteenth season and said to be the oldest opera company in the United States sponsored by a recreation commission. In a summary of operatic activity in the United States, prepared for the National Opera Association by the publication director of the Metropolitan Opera Guild of New York in 1941, the Allentown Opera Company was listed as the sixth oldest opera company in the United States.

While Children Play

TAMPA, Florida, "Moms" are finding new and stimulating experiences when they take their youngsters to spend the morning at the Hyde Park city playground. While the mothers keep one ear out for that yell that is unmistakably junior in difficulties they are learning to make things for beauty and use from materials native to the Florida scene. The group's teacher finds enthusiasm running high among her pupils and skills improving among them by leaps and bounds.

Photography Exhibit

MEMBERS of nine camera clubs of the San Francisco Bay Area Council of Camera Clubs put their best prints on exhibition in December. The pictures had previously been entered in an Inter-Club Competition—a sort of round robin tournament. Each club entered ten prints in the elimination contests and these were scored by judges chosen by the clubs concerned. A preview of all the prints was held for club members in November.

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A Community Orchestra—The Recreation Commission of Danville, Virginia, is well embarked on a new project. From nearby counties in Virginia and North Carolina, as well as from the city itself, people have brought their musical instruments to form a community orchestra. The amateur musicians practice one night each week under the direction of a trained and experienced musician who has volunteered to train the group. This project was dreamed up last winter in order to offer local musicians a chance to play with an organized unit, and to provide music for the public's pleasure.

New Studies Under Way—The Department of Social Work Interpretation of the Russell Sage Foundation, 130 East 22nd Street, New York 10, N. Y., announces the initiation of two new studies—one dealing with public relations policies and practices of the Young Men's Christian Association; the other with case work interpretation as practiced by agencies affiliated with the Welfare Federation of Cleveland. Two of the studies in this series have been published and may be secured from the Foundation. The first, *A Study*

in Public Relations (1943), is based upon the public relations program of the Pennsylvania Department of public Assistance. The second, *Building a Popular Movement* (1944), has to do with the public relations of the Boy Scouts of America.

Jungle Gyms—The MacGregor-Goldsmith Sports Bulletin for October 1944, tells a tale of G.I. Joe's recreation activities in the jungles of a South Pacific island. "Take the Fourteenth Evacuation Hospital, for example," says the Bulletin. "Here the completion of the hospital was followed by the building of a two-block square athletic field. A powerful 'cat' was called into service. Through a towering cluster of trees it helped to clear and level a surface that looked like nothing more than a large parking lot. But in this clearing a softball diamond was laid out. Tree trunks and bamboo poles were used as supports in making volley ball, basketball, and badminton courts. Bamboo strips joined vertically by strings provided nets. A boxing ring, theater stage for plays, and screen for movies were set up. Teams were organized to compete in various sports. A field day was held and prizes were awarded to winners."

Silver Anniversary—Twenty-five years of continuous service is the record of a community center in Kalamazoo, Michigan. The Douglass Community Association is celebrating its Silver Anniversary in 1944. There will be a special program commemorating the special occasion. The main event of the year is a membership campaign, its goal 800 members. The Douglass Community Association's idea of recognizing a birthday is to spread its service to more people.

Making Barn Dances Popular—Over a year ago, when attendance of the barn dance group at Palmer Park, Chicago, dropped to about thirty people, it was decided to reorganize the group on a club basis. Music was supplied by records and by a group of musicians who also enjoyed dancing. Usually there were at least three instruments to help provide music. No one was paid for his services so if a musician wanted to dance, he did just that! Food consisted of sandwiches and drinks. One Saturday night, at the regular monthly dance held outdoors during the summer, hot dogs were grilled over the portable charcoal grills. It was not long before attendance reached an average of seventy.

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Decatur, Illinois, Gives Its Report—The sixth Annual Report (May 1, 1943 - April 30, 1944) of the Playground and Recreation Board of Decatur, Illinois, states that the recreation program was operated in thirty-two locations in all sections of the city with an attendance of 616,658 participants and spectators, and with 35,000 different individuals taking part. There were 540 organized recreation groups participating in the program and using the facilities.

Decatur's recreation system is supported by tax funds, and recreation tax referendums were passed in October 1936 and July 1942. The first tax money ($\frac{2}{3}$ of one mill) for recreation was received in May 1938 and an increase of $\frac{2}{3}$ of one mill in May 1943. The tax levy for recreation is now $1\frac{1}{3}$ mills. Local city funds spent for recreation have increased from approximately \$21,000 in 1938-1939 to \$47,421.82 in 1943-1944.

The Problem of Safety—The *Statistical Bulletin* of the Metropolitan Life Insurance Company for November 1944 points to the alarming number of fatal firearm accidents among children. In 1942, the last year for which official figures are available, gunshot wounds killed 671 boys and girls under fifteen years of age, 94 of whom were under five years old, nine of them being infants.

In 1942 or 1943, 137 children insured in the Metropolitan Life Insurance Company died from accidental gunshot wounds. The large majority of these accidents, about two-thirds, occurred in their own homes, but there was a sizable percentage who were mortally wounded in the homes of young playmates and relatives.

In addition to the children killed in homes, 49 youngsters in this insurance experience were accidentally shot while playing on the street, in open lots, in public buildings, and other places. A number of teen-age boys received their fatal injuries while hunting or engaged in target practice.

Statistics such as these present an argument for playgrounds.

Nature Display Arouses Interest—The effort to interest children at Palmer Park, Chicago, in nature study activities was a "flop" until a nature display case containing nature exhibit material was set up in the lobby outside the games room. The display was changed every ten days to make sure that all the material exhibited was seasonable. It gradually began to attract attention, and questions were asked about it. Before long interest grew to the point where a few children requested a trip. Gradually others joined, and soon a sizable Junior Naturalists' Club was formed.

Reeve B. Harris

"**R**EEVE B. HARRIS, Supervisor of Recreation in Passaic for 22 years, died January 2nd." He was one of the Old Guard in New Jersey, a gentle, but salty and humorous tonic to his town and to all who knew him.

He never achieved his ideal in recreation. He never would have, as he was never satisfied. We do not know whether he had ideas on immortality. He achieved it, however, in a degree many could envy, through the selfless devotion of himself to the full life of his community. "His soul goes marching on." Passaic is a better place to live in because of Reeve Harris. A richness has been added to the lives of those he touched, which like a pebble dropped in a pond will be felt in ever enlarging circles.

Strictly Utilitarian—Was there ever a teen-age youngster who didn't like to carve "hearts and flowers" on telephone poles or wooden fences or porch railings? It's practically reflex action. La Grange, Illinois youth center, "The Corral Club," has taken this fact of teen-age life into consideration. The club's big dance floor is surrounded by a railing of telephone poles which may be whittled or carved or hacked at will and nobody minds. The Corral Club began life as a garage. It has now a membership of 1,700 who pay annual dues of \$3.00. The young people have their own board of governors who "run things" under the weather eye of the Recreation Department.

San Francisco Conducts Busy Program—This past summer the Recreation Commission of San Francisco, California, opened every schoolyard in the city. Every gymnasium was open during the evening as well as the regular playgrounds. Many teen-age centers were also opened with several more on the schedule as soon as buildings can be obtained. The Commission is supervising the recreation in all of the housing projects, both those for low income families and the defense workers' units. A several million dollar construction program for postwar work has been submitted to the Mayor by the Commission.

A Picnic Area in Los Angeles—To stimulate interest in the old-time family picnic, the Los Angeles Department of Playground and Recreation last summer developed a grass picnic area



LOOK AHEAD WITH SPORTS

It isn't only in training men for fighting that sports have proved a priceless contribution to our war effort. They are also very important to those who have been in the front lines—as a means of relaxing nerves—bringing fun and relaxation behind the lines. And sports will play their most important role after the war is over for these men—when they need to be "tapered off" from war to peace—need exercise to ease war's strains and to restore them to peacetime normal again. For all these war uses sports equipment is today largely regarded as war equipment and rightly so. Most of Wilson equipment is going to our armed forces today—so take care of what you have. Wilson Sporting Goods Co., Chicago, New York, and other leading cities.



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at Cabrillo Beach. The area is equipped with picnic tables, horseshoe courts, and a softball diamond. Special equipment is obtainable for staging three-legged races, sack races, and tug-of-war. The picnic area is also available on permit for church, civic, and other groups. Cabrillo Beach, with its many facilities and the Marine Museum with its thousands of exhibits, offer the family not only entertainment but scientific knowledge.

For the Older Folks of Your Community—

The following suggestions come from a bulletin issued by the Division of Recreation, Chicago Park District:

Early Community Room. During certain seasons a club room can be spared for a week or less. Publicize the items of furniture and gadgets necessary to portray a typical living room of the early days of the community. A small committee of your oldest and most capable residents will decide on the most appropriate clock, for example, curtains or tables offered, decide on arrangements, and act as hosts on a certain day, wearing apparel to fit the occasion. Women's clubs or groups are glad to serve on other days. Invite schools by classes to hear the history of their community and have items in the room explained.

Postwar Planning for Recreation

(Continued from page 595)

must be on a larger scale in the future than it has been in the past fifty years. Boys and girls, men and women must be exposed to the out-of-doors. They must know the trees, the streams, the valleys, and the hills. This can be accomplished in this day and age, in metropolitan areas, only through the medium of parks, parkways, and reservations.

It is being said that without a full knowledge of nature by the people there can be no real culture in America. We, as park and recreation planners, have a great responsibility in the development of this culture. The war has shown us many things, one of which is that recreation is not a side show. It is part of the main event. The importance attached to this phase of military life by the Army and the Navy has proven this to be the case. We must proceed upon this as a fundamental and valid assumption in thinking and planning for recreation after the war.

The Work of Our Head and Our Hand

(Continued from page 582)

to enrich the curriculum of the schools by relating arts and crafts to social studies, music, nature study, science, and other studies. The emphasis should be upon originating, investigating, experimenting.

A growing collection of books and reference material is being circulated among teachers and craftsmen in the state. In distributing this illustrative material, emphasis is given to color, design, and styling; to developing discrimination and good taste; and to building up a tolerance for and recognition of what is good in both modern and traditional design.

The Arts and Crafts Service in the State Department of Education is concerned with a well-rounded educational program for children, young people, and adults. This program includes improving design and standards of workmanship, encouraging greater participation in the creative arts by children and young people in the schools, and stimulating the interest of the public in arts and crafts through bulletins, talks, broadcasts, conferences, exhibitions. The Service aims, too, to help men and women help themselves; to assist men and women to gain a small supplementary cash income from part-time craft work; to guide men and women so that they may achieve much of the genuine enjoyment and pride in accomplishment that comes from meeting a high standard in creative handwork.

A Serviceman Considers Memorials

(Continued from page 580)

pointed to sponsor a war memorial. The most popular suggestion is for a public auditorium with post rooms for veterans and space for public offices.

The American Commission for Living War Memorials has prepared a brochure to meet the growing number of requests for information about suitable monuments to the men and women who have fought the battles of World War II. *Memorials That Live* is a picture-story of the things communities can create to the memory of their sons and daughters in the armed services. The brochure has approximately 200 suggestions for memorials that "will contribute to the character, to the health, and to the welfare of our American citizenship." Inquiries to the Commission should be addressed to George M. Trautman, Chairman, 30 East Broad Street, Columbus 15, Ohio.



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**Recreation: New Obligations—
New Approaches**

(Continued from page 589)

their babies and putting them down somewhere else; its war workers following the war job, leaving friends behind, breaking ties with church and club, moving out of familiar places.

After the war Americans will have to be introduced to themselves again and introduced to their neighbors. They will have to be given the chance to move out of the hectic war routines and find the joy of doing the uncompelled things they have wanted to do but had no time to do. There will be a great emptiness and a great hunger in America; and the recreation leaders will have to be on hand to do their job of filling the emptiness and satisfying the hunger. Communities, through their

social agencies, will likewise have to be on hand to do their job. For every uprooted person will be potentially a distorted person. And every potentially distorted person will have to be given the chance to build once again the full circle of his life activities.

All over America the belief must be strong that the recreative way is the saving way. But also, all over America, the belief must be strong that the coming together of our people, both in seriousness and play, is basic to a sound democracy. We must recapture something of the folk spirit of our earlier days. Not the isolated individual but the participating individual must be the pattern of our free society.

If we believe these things strongly enough, we may move forward to a new age of cultural freedom in America.

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Hi, Neighbor!

BELIEVING that a realistic approach to the problems of permanent world peace depends upon the extent to which individual citizens of each country have the opportunity to play an active role in the building of a "world neighbor" point of view, Camp Fire Girls are sponsoring a nationwide project for 1945 in which girls of seven to seventeen can participate.

"Hi, Neighbor!" is the theme. In carrying out the project on the local level, the girls will be encouraged to explore their neighborhoods, survey their communities, and formulate plans for relating their community needs and interests to the larger horizons of national and world communities. Included among the suggestions for activities in the neighborhood are neighborhood service and neighborhood fun.

The program, designed to create better understanding among the girls of America and neighbors of other racial or national origins living in their communities, should have a strong appeal at just this time.

A Time to Remember

This year the National Conference of Christians and Jews has designated February 18 to 25 as a time of rededication to those principles of tolerance expressed in the slogan, "To bigotry no sanction." Schools, churches, community organizations, men of good will, plan to take part in this year's observance of Brotherhood Week.

Recreation and Rural Communities

RECREATION should be localized and creative, and it should be the responsibility of the cooperative efforts of the various community groups as well as the home.

Every community should provide recreation facilities and activities for all of its population on a non-commercial basis.

There is frequently a tendency on the part of youth to resent the regulation of the recreation facilities by older persons, and of older persons to fail to appreciate the needs of the youngsters. Authorities in charge of public and semi-private facilities such as town halls, schools, and buildings belonging to civic or fraternal organizations, are too frequently reluctant to grant permission to use them to young people's groups, and, finding it difficult to guarantee relatively high rental, the young people have patronized commercial dance halls in place of community dances and the movies of nearby towns and cities have taken the place of hometown theatricals.

In this commercial age, private interests will seize every opportunity to capitalize upon the universal need for recreation. Urban influences will promote an ever-increasing demand for certain forms of recreation that have been controlled largely by commercial interests. This situation emphasizes the need for community action in furnishing recreation facilities for young people.

In planning a long-time program, it is necessary to know what commercialized facilities now exist, what interests they serve, and how effectively, and the extent to which rural people are willing to allow the introduction of new commercial recreation activities.

Confusion in dealing with the many problems facing every community as a consequence of the war will result in poor planning and ineffective results. It is essential that every community should avoid such a situation, and that to that end steps should be taken to meet the problems frankly and with the determination to advance the welfare of the community. The committee has considered some of the fundamental needs of the social community and the means by which they may be advanced. The report, therefore, is an attempt to help to gain these ends by offering suggestions and by enumerating standards and objectives.

In this way, communities may review their resources in people, organization, spirit, and material wealth. The problems are immediate and future. The social structure is already in existence. Knowledge, understanding and community purpose in action can deal successfully with these problems that are so immediate and so important to the maintenance of the American social community and to the attainment of a higher, a more helpful, and an improved welfare. — From *Farm and Rural Life After the War*, Proceedings of the Twenty-fourth American Country Life Conference, 1944.

"Americana"

"IT WOULD BE SWELL to have a musical review," remarked a high school boy at one of our Friday night dances in Brattleboro.

We agreed with him and suggested that he and his friends get the "crowd" interested. The idea evidently took, and very soon teen-age boys and girls started coming to the office asking to be in the show. It was not long before a general plan for the production was drawn up by the adult leaders.

We were very fortunate in obtaining the volunteer services of a competent dancing teacher, together with the assistance of local people interested in make-up, costuming, and music. The material for the costumes was purchased in bolts, cut out at the community center, and then made up by the individual who was to wear the particular costume. Some of them were well made; some were merely basted, but all looked well on the stage.

Most of the productions given in Brattleboro in the past had been of the minstrel show type. Practically none of the teen-agers had any idea of pantomime or good dramatic skits, and it was something of a struggle to steer them away from slapstick comedies and make them realize that stage presence, costuming, and voice were important to the success of a production.

Since there had never been any dramatics at the community center, there was nothing in the way of equipment, lights or stage settings, and everything had to be purchased and made. Footlights were constructed by a group of teen-age boys under the supervision of a licensed electrician, and other lighting equipment was borrowed from department stores and electricians. A backdrop and

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side curtains were painted in pastel colors in diagonal stripes.

The dancers in the chorus were rank amateurs, many of them being unfamiliar with any form of dance except the straight waltz, but after several weeks of hard work they presented a near-professional appearance. The improvement made by the young people participating was amazing. Many of them had never been in a production before, but with the encouragement and stimulation of a capable director they soon blossomed forth.

Four dress rehearsals were conducted. The young people had several objectives in staging the production at this time: first, the fun of being in the show; second, the necessity for raising money for equipment; and third, the securing of good publicity before town meeting, since the Recreation Department was asking for a substantial increase in its appropriation. The cast as well as the audience was very much surprised at the quality of their production and immediately made plans for a road show which would go to their communities.

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YOU ARE GOING TO LIKE the new booklet we have to tell you about this month. It's going to be particularly attractive, we think, both from the standpoint of content and appearance.

The title—and it's an intriguing one—*Outdoors Indoors*, will tell you what it's all about. You'll be surprised to learn how much of nature can be enjoyed through a window. You will find out how to make friends with birds. The weather and the sky, you will discover, offer a fascinating study. Indoor forests, ponds, and gardens are fun to make. And, of course, the out-of-doors can always come to you through pictures and books.

These are only a few of the suggestions offered the shut-in and convalescent in this illustrated booklet which is now off the press and ready for your use. Price 75 cents.

Everyone who is promoting community recreation knows how important leadership is. And so it's good news that the report on *Standards of Training, Experience and Compensation in Community Recreation Work* has been revised to help local recreation executives and other municipal authorities meet their postwar leadership needs. The pamphlet, now known as *Recreation Leadership Standards*, is off the press and ready for you. Price 35 cents.

Other publications are in the making and will be published before long, we hope. You will have definite word about them in later issues.

Town meeting came four days after the production of "Americana." The increased appropriation hoped for was received, and as a result the young people felt that they had had a part in helping to secure the additional money. — From *Frances V. LeVecque*, Superintendent of Recreation, Brattleboro, Vermont.

\$100,000 Released for Public Playground

WHEN JAMES C. GREENMAN, a young Utica, N. Y., business man died fifty years ago at the age of thirty-four, he left the residue of his estate, now valued at approximately \$100,000 for the establishment and development of a playground system to be made available to the city upon the death of his wife, which occurred yesterday in New Hartford at the age of eighty-seven.

At the time the will was made (1892) the City of Utica did not have a single playground, but it has since acquired many hundreds of acres of land for park purposes under bequests from the Proctor family and others.

Mr. Greenman's will made specific bequests of approximately \$85,000 to relatives and friends, leaving the bulk in trust, the income of which went to his widow during her lifetime.

The will provided that upon her death the trustees or their successor (Charles A. Miller, attorney, is the sole surviving trustee) should turn all the real and personal property into cash, purchase plots of ground within or near the city and deed these over to the city with the proviso that they be used and maintained forever as playgrounds or places of recreation for the young.

The city through the Common Council in 1895, when John Gibson was Mayor, accepted the gift of the estate for playground purposes, which had to be acted upon within a year of the probate of the estate.

The will further provides that the balance of cash left over after the purchase of the playgrounds shall be turned over to the city as follows: Such amounts as are needed up to one-half of the total to be used for fitting up the playgrounds so purchased, such as grading and draining them. The rest of the money is to be held in trust, invested in accordance with the law governing trust funds and the income used to care for and maintain the grounds for the purposes stipulated — *Utica Observer-Dispatch*, October 15, 1944.

Correction

On page 531 of the January issue of RECREATION there appeared an article by Mr. and Mrs. Adler of Juvenile House, New York City. Through an error Mr. Adler's first name was given as Jacob. It should have been Joseph.



After this war...

LIVING MEMORIALS

Let us remember the sacrifices of those who now fight for us by providing for the health and happiness of whole communities. Plan, as memorials, the needed playgrounds, baseball diamonds, golf courses, etc., that everyone can use and enjoy.

This message is published by the Hillerich & Bradsby Co. in furtherance of the plans of The American Commission for Living War Memorials. Inquiries should be sent to George M. Trautman, 30 East Broad St., Columbus, Ohio.

LOUISVILLE SLUGGER BATS

Getting Publicity

(Continued from page 592)

or anyone on his staff will reveal his "deadline"—when he must have the news in order to include it in that week's issue. Observe this "deadline" faithfully lest your contributions miss the desired issue and thereby become stale or unusable for the next issue.

Recreation departments are counseled not to overlook another publicity bet—radio stations. You will find them cooperative if the recreation event is a big city-wide one. Churches, too, will extend a helping hand to recreation leaders by making announcements from pulpits or at Sunday School classes.

No medium of publicity should be overlooked; all should be fully used in order to help make recreation programs successful.

Any recreation department can sell its activities 100 per cent to the public by being news-conscious, by earning the cooperation of newspapers, by publicizing events as extensively as possible. When the end of the year comes, it will be able to look backward and feel proud of the increased effectiveness of its programs.

Their Entrances and Their Exits

(Continued from page 568)

at a chair or touches it before sitting down. A blind person has to be taught to do this. There has to be more time put on setting the action of the play for the blind, and the director must be more than usually sure not only of her blocking of the play, but of her ability to express this sureness in clear, concise words. The complete stage picture must be given to each actor because, of course, he cannot see for himself the whole pattern that is developing about the entire cast.

Beyond these special concerns, the play will go forward as any play goes. These blind players are, perhaps, a little more sensitive, a little better able to sustain their concentration, a little more understanding of dramatic situations and characterization—qualities which any director will probably agree more than make up for the physical limitation of sightlessness.

The pride and the glory of these young women is that they ask no quarter, seek no special considerations or critical restraint because of their blindness. They ask their audiences to believe that they are actors first, blind second.

Something New in Education!

(Continued from page 579)

students were a little skeptical at first, but they have discovered that boys and girls can work together successfully in the same class while learning the fundamentals of a modern program of physical education.

A third experiment which deals with evening recreation for high school students is under way at the present moment. One night each week the period between 7:00 and 9:30 P. M. had been set aside for boys' recreation in the high school gymnasium; one night for girls, and a third night for mixed groups of boys and girls. The boys had responded in large numbers; the girls hadn't taken advantage of their opportunity, but when it came to handling boys and girls together we had been swamped! The crowd was so large for the mixed group that no one could really have a good time, so it was decided to have two nights a week of co-recreation, letting the boys have the third night.

In order to limit the size of the crowds and conduct a good program of all-around recreation for the mixed groups we are admitting pupils only upon presentation of a ticket of admission. These tickets are distributed free through the home rooms, beginning with the senior class, and working on down to the seventh grade. When one hundred tickets have been given out to those who agree to attend no more are issued. When it comes time to give out tickets for the second night of the week we begin the distribution where we left off in the home rooms and continue through all home rooms on a rotating basis so that all pupils have an equal opportunity.

Recreation activities are also provided for elementary school pupils four afternoons each week immediately after the close of school. Two teachers are employed to conduct this work which consists of games, races, rhythms, and athletics.

How Financed

Funds to carry on the educational program in Plainview come from four sources. The Federal Public Housing Authority pays to the Plainview Board of Education a sum of money each year based on the assessed valuation of the property in Plainview. This money is paid the public schools from rent received from the citizens in lieu of taxes. Funds are also available from the State Educational Fund, and we receive our proportion-

ate share from this fund just as do all schools in the state of Kansas. The fourth source of financial aid comes from funds furnished by the Lanham Act. These are Federal funds and consequently it is necessary for our schools to adhere strictly to the rules and regulations which have been set up for public schools to receive help from this source.

Our Board of Education and Superintendent, Frank K. Reid, have decided that teachers who are well paid and who are happy in their work can operate an effective educational system which will give the maximum amount of benefit to the boys and girls who are enrolled. When well trained people decide to work together, under competent leadership, for a common cause, good results are bound to be obtained. The Plainview Public Schools, under the leadership of an alert superintendent who is backed by a very progressive, broad-minded board of education, have been able to conduct successfully this new experiment in education.

500? No—Almost 5,000!

IN THE ARTICLE regarding the Chicago Recreation Conference which appeared in the January issue of RECREATION, the statement was made that the Conference was attended by 500 people.

We have heard from Dr. Philip L. Seman, chairman of the Chicago Recreation Commission, who challenges the statement very vigorously. "As a matter of fact," writes Dr. Seman, "there were well over 3,000 who actually registered at the Conference; 1,045 were at the luncheon; and there were 300 or more who came after the luncheon to hear Dr. Harry Overstreet. It is difficult to estimate the number of people who visited the exhibits and who attended the Conference without registering. The estimate is approximately 1,500, which would make the total in attendance about 4,500."

Dr. Seman further says: "There were 27 meetings in all; 14 of them were discussion meetings varying in attendance from 45, the smallest, to over 500, the largest. This is outside of the luncheon meeting and the evening meeting at which Howard McClusky spoke. There were 7 workshop and 5 professional meetings, making a total of 27, including the luncheon meeting and the evening meeting."

In view of these facts, we feel Dr. Seman is quite justified in his question, "Where did you get your figure?"

Magazines and Pamphlets

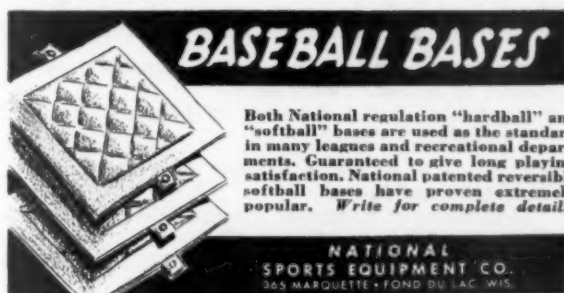
Recently Received Containing Articles of
Current Interest to the Recreation Worker

MAGAZINES

- Youth Leaders Digest*, November 1944
Some Post-War Youth Problems, George Hjelte
Prevention of Delinquency in an Over-Privileged
Community, Frederic M. Thrasher
- Hygeia*, December 1944
Music in the Treatment of the Sick, Esther Goetz
Gilliland
- Journal of Health and Physical Education*, December 1944
Dance and the School in Wartime, Martha B. Deane
Outdoor Classes in Northern Winters, Mabel J.
Shirley
The Program and Sport Choices of Navy V-12
Trainees, Frederick W. Cozens
Postwar Planning at the College Level, Mildred
Anderson
The "Tote" Basket System, Clyde E. Mullis
- Parks and Recreation*, November-December 1944
Maintenance Mart
Trends in Recreation Resulting from the War, Lieut.
Comdr. F. S. Mathewson, USNR
Living Memorials, Gordon B. Wallace
Indiana's Long Range Conservation Plans, Hugh A.
Barnhart
In-Service Training and Wartime Personnel, Roberts
Mann
- National Parent-Teacher*, December 1944
What Will Santa Claus Bring? Shirley Newsom
- Safety Education*, December 1944
Sports for the Student, P. F. Neverman
- Education Digest*, December 1944
The School as the Community's Meeting Place, Orin
B. Graff
- Parents' Magazine*, January 1945
Fun in and Out of Bed, Mabel Hamilton Mueller
- Teachers' Digest*, December 1944
Try Sealing Wax Craft
- Manufacturers' News*, December 1944
Recreation Program for Small Manufacturers,
Samuel C. Klein
Employee Publications Job in Recreation Promotion
in Industry, Irving B. Lacy

PAMPHLETS

- Suggestions for Post-War Planning*
Boys' Clubs of America, New York City
- Tales Told in the Long House*
The Carborundum Company, Niagara Falls, N. Y.
- Gay Decorations for Parties, Dances, Banquets*
Dennison Manufacturing Company, New York City.
Price 10 cents
- Your Stake in Community Planning*
National Committee on Housing, Inc., New York
City
- The Lighthouse Players* (dramatics for the blind)
Ruth Askenas, New York Association for the Blind,
11 East 59th Street, New York 22
- Boys' Clubs and Girls' Clubs*
Parks and Recreation Department, Salt Lake City,
Utah
- Planning Your Meetings*
National Publicity Council, 130 East 22nd Street,
New York 10. Price 50 cents
- Recreation* (bulletin)
Recreation Commission, Augusta, Georgia



The Pleasures of Reading

(Continued from page 599)

observations of birds, fish, woods and fields, the sea, and the stars.

But the pleasure of reading is the main recreational resource which Lord Grey testifies to after his long and busy life, as the surest and most available resource open to every busy man. An experienced teacher and critic of literature who enjoyed this book with me, tells me that Lord Grey has produced some of the best literary criticism he has ever read. What I enjoy in his talk about reading, I would not call literary criticism so much as a testimony to the healing, strengthening, and restoring power of great sentiments and thoughts which feed the soul and lift one above the humdrum and agitation of daily affairs. Poetry is Lord Grey's first exhibit in the field of reading. He is well versed in all English poetry. Shakespeare he puts in a class by himself and says that otherwise, he is almost too great to comment on. But among poets who are not only great in their art, but great in conveying a sense of significance and beauty in living, he places first the poet Wordsworth, and he regards as Wordsworth's greatest poem, *The Prelude*. This poem is now coming into its own, whereas during Wordsworth's lifetime, it was thought to be the dulllest of all his poems. Lord Grey advises us not to be afraid of long books, but regardless of length, to read the great, wise, quiet books which have lasted through the generations because they speak with peculiar power to the souls and minds of men; and I think that he himself, in *The Fallodon Papers*, has produced one of these great and wise and quiet books. His repose of spirit in enjoying nature is as great as that of Gilbert White and of Izaak Walton. He brings us, as does Wordsworth,

"Authentic tidings of invisible things,
Of ebb and flow and ever during power
And central peace subsisting at the heart
Of endless agitation."

Starting Your Butterfly Collection

Evelyn Gilstrap, Sanitarium, California. Price 10 cents

Youth Needs in Winnipeg—An Investigation Into the Causes of Juvenile Delinquency

Council of Social Agencies of Greater Winnipeg, Canada

Ohio School Standards in Health, Physical Education, Recreation and Safety

Department of Education, State of Ohio, Columbus

The 1944 Forest Fire Season

AN ARTICLE under this title in the *National Parks Magazine* for October-December 1944 states that incomplete reports of forest fires which have burned in National Park Service areas indicate that through September 10th the 1944 record has been a relatively good one. Fewer fires have been reported than during any of the previous ten years at this date. Lightning fires have been about normal in number, but man-caused fires have shown a very material and encouraging decrease despite an increase in use of the areas over last year.

The National Park Service made early and intensive preparation for the fire season in all areas. Critical shortages of experienced regular fire protection personnel existed, and recruitment of seasonal personnel was difficult. Dependence had to be placed on boys and women to fill positions formerly held by experienced men. The results have in general been more satisfactory than was expected. Regional fire protection conferences were held attended by key protection personnel from all the parks. Emphasis was placed on discussions and practice in fire prevention, organization to obtain the most effective action from limited personnel, latest methods for use of labor-saving devices, recruitment, and cooperation with other agencies and areas in fire suppression.

"Just Some Ideas I Had"

(Continued from page 584)

are not.) I keep a daily shop diary, not in full details—just a general outline. I can tell you what I did twenty years ago today (unless it falls on a Sunday). All my sets of records, the way they are written up, are of my own making, and I have been told by those who should know that they are of the best. I myself can't answer that because what I know about records is what I have developed here, never seeing any other set, or copying from anyone else.

Major John L. Griffith

AMATEUR ATHLETICS and sports lost one of its outstanding national leaders in the death on December 7, 1944 of Major John L. Griffith. Major Griffith was probably best known as the Commissioner of the "Big Ten" Conference of midwestern colleges and universities. He also served for a number of years as executive vice-president of the National Amateur Athletic Federation; as a member of the Executive Committee of the American Olympic Association (now the United States of America Sports Federation); and as a member of the Advisory Committee of the Amateur Softball Association of America.

Major Griffith was greatly interested in the youth of America and for a number of years served as chairman of the National Boys and Girls Week Committee.

I've Seen Their Faces

(Continued from page 590)

I could see, too, the bright, intent face of the small grinning boy in the ring (the black-eyed one) and the equally alert grinning face of the instructor, down on his knees to reduce his height to that of the boy; their wary, watchful expressions, the sudden extending of their fists toward each other. Their concentration made the room the core of the universe to those two, and to the small watchers. I carried a picture of it away—the light above their heads, shadows in the corners of the room, the dancing ropes, the intent man and boy in the ring. —Reprinted from *The Junior League Magazine*, June 1944.

The Minneapolis Parade Center

(Continued from page 598)

The Parade Center as a Postwar Project

The ultimate criterion of any public project is whether it is in the public interest and whether it is practical. It has been demonstrated that it is in the public interest. Almost every large city in the United States possesses the facilities that would be included in the Center, but generally, they are scattered all over the city. The Parade Center would be unique in that it would contain all the facilities for both outdoor and indoor sports in the same area, centrally located, and easily accessible from all sections of the city. Furthermore, ample parking space is available for the parking of 1,750 cars within one and one-half blocks of the Center.

New Publications in the Leisure Time Field

Normal Lives for the Disabled

By Edna Yost in collaboration with Dr. Lillian M. Gilbreth. The Macmillan Company, New York. \$2.50.

THIS WARM and understanding treatment of a subject that will be increasingly important to Americans in the coming months might well be required reading for every one in the nation. Not only does it bring hope and a challenge to the physically handicapped, but it is a warning and a guide for those people—whole of body and nerves—who must help the disabled to find normalcy. The book is a mine of information about resources for the disabled as well as a tonic for their discouragement in facing a new and difficult problem.

Sing for America

By Opal Wheeler. Illustrated by Gustaf Tenggren. E. P. Dutton and Company, New York. \$3.00.

OPAL WHEELER, with her stories of songs, and Gustaf Tenggren, with his heart-warming illustrations, have created a companion piece to *Sing for Christmas*. The new songbook is *Sing for America*. It is a collection of patriotic songs, spirituals, pioneering songs, songs of the West, Stephen Foster favorites to delight the eye and challenge singers, young and old, to find the nearest piano and lift up their hearts and their voices.

Toys You Can Make of Wood

By Lawry Turpin. Greenberg: Publisher, New York. \$2.50.

A FEW SIMPLE HAND TOOLS will make the fascinating toys shown in this book. There are directions for such unusual items as a ferris wheel and a harbor complete with boats, buildings, and lighthouse as well as the more usual toys-of-the-day. Directions, along with suggested dimensions, rules for enlarging sketches, and pictures of the finished articles, insure the usefulness of this guide to more fun for children and more satisfaction for their parents.

Folk Dancing in High School and College

By Grace I. Fox. A. S. Barnes and Company, New York. \$2.00.

GRACE FOX has collected these folk dances with teacher training institutions primarily in mind. Her collection is designed to supply recreation workers and prospective teachers with colorful materials from many countries—materials to fit the needs of adults and of teen-age boys and girls. Accordingly, in addition to well-known and well-loved American figures, dances have been included from Russia, England, Sweden, Ireland, Bohemia, Lithuania, Moravia, Finland, Mexico, Latvia, Italy, and Switzerland. In addition to piano arrangements of the dances and dance steps, a list of suggested recordings is included.

Harriman Park Trail Guide

By William Hoeflerlin. Walking News, 556 Fairview Avenue, Brooklyn 27, New York. \$75.

A DESCRIPTIVE GUIDE to trails and their appurtenances in pocket size should be a welcome asset to any New York hiker. The *Harriman Park Trail Guide* lists trails in the Northern Ramapos and the Southern Hudson Highlands, including Harriman Park and its surroundings; gives a mileage log of marked trails; and suggests some of the scenic attractions in the area. Photographs and line drawings make the booklet attractive as well as useful.

Paddle Tennis

By Fessenden S. Blanchard. A. S. Barnes and Company, New York. \$1.25.

THIS IS THE FIRST complete book devoted to the fascinating new game from which it draws its title. Both court and platform varieties of the game are described and explained in detail. Chapters are devoted to the equipment, rules, and strategy of each form of the activity as well as to other pertinent considerations about each.

U. S. Sports Rule Book

Crowdson and Custer, Publishers, Chicago. \$50.

ONE SET OF COVERS contains condensed rules for twenty-two sports, and diagrams for setting up courts for all of them. Both individual sports, such as archery and golf, and team sports like football, hockey, softball, are included in the activities considered.

Teacher's Kit of Aviation Materials for Intermediate Grades

United Air Lines, Room 305, Palmer House, Chicago 3, Illinois.

THIS KIT CONTAINS pictures and descriptive data on United Air Line ships, information about vocational opportunities in the "Age of Flight," pictures illustrating the various stages in the development of the modern airplane, an air-line map of the United States, and a list of inexpensive materials of aid to the teacher of aviation or related subjects. An "Aviation Manual," edited by William A. Wheatley and Laura Oftedal, gives suggestions for the use of the materials in the kit and further information about the history of aviation in the United States.

How to Raise Your Puppy

By Margaret F. Atkinson. Greenberg: Publisher, New York. \$1.75.

POLICE OFFICER OLIPHANT of the police dog force gives good advice to boys and girls with puppies to bring up in the right way. From rule number one, "How to Pick Up Your Puppy," through feeding, bedding, house-

breaking, brushing and combing, bathing, to rule number seven, "How to Get Along with Your Puppy," Officer Oliphant offers good, sound advice made crystal clear for the youngster by delightful illustrations. This book is not only educational—it is delightful as well.

Good Pictures.

By J. Lavelle McCoy, Jr. Argus International Industries, Inc., Ann Arbor, Michigan. \$.25.

The author of this booklet has designed his material to help the amateur cameraman get the most from film that, in these days, is so scarce as to be precious. Photography is considered from both the technical and artistic points of view. There are sections on developing and enlarging and on the making of slides for projection as well as suggestions on how to get the most from camera and film.

The American Rifle for Hunting and Target Shooting.

By C. E. Hagel. The Macmillan Company, New York. \$1.95.

The purpose of this book, as stated in the preface, is to guide men (and women) in the selection of the best rifle and the best ammunition to be used in hunting big game. To this end different kinds of guns and ammunition are discussed in relation to their merits in the field. There are, in addition, chapters on target shooting and on the best equipment for it, on shooting at small game, and on rifle sights.

Famous American Composers.

By Grace Overmyer. Thomas Y. Crowell Company, New York. \$2.00.

Interesting events in the lives of composers from Francis Hopkinson, born in 1737, to George Gershwin, who died two hundred years later, are related in this book. Each of the composers appearing in it made his own contribution to the cultural life of America. What this contribution has been is suggested by the author.

Building a Popular Movement.

By Harold P. Levy. Russell Sage Foundation, New York. \$1.25.

Mr. Levy has made studies of the public relations policies of a number of agencies. This, the second of the published case studies, discusses the public relations of the Boy Scouts of America. It stresses the interrelation of three main areas of agency operation—administration, program, and public relations. "Problems of public relations," Mr. Levy points out, "exist inevitably in an organization serving the people, whether the Boy Scouts of America or another. They must be met with planning, performance, and manpower assigned to the job."

Practical Occupational Therapy for the Mentally and Nervously Ill.

By Louis J. Haas. The Bruce Publishing Company, Milwaukee. \$6.00.

Here is a careful and detailed study of occupational therapy as an aid to curing mental and nervous disorders. Two-thirds of the book are devoted to an analysis of case records and to the organization and management of the therapy division in a hospital. The final third is given over to a detailed discussion of craft techniques.

Looking to the Future.

Community Chests and Councils, Inc., 155 East 44th Street, New York 17. \$.50.

The Association of Junior Leagues of America, Inc., and the Community Chests and Councils, Inc., recently cooperated in a survey to ascertain the possible future for centralized volunteer service. A hundred and three com-

munities in the United States and Canada were questioned in detail on present future plans for such service. Their answers are here summarized and published together with suggestions to local communities on the future planning of centralized volunteer bureaus. Because it presents the thinking of groups who have had pre-war experience in this kind of cooperative planning for the use of volunteers, *Looking to the Future* should be valuable to other communities as they think in terms of postwar needs.

Lock, Stock and Barrel.

By Douglass and Elizabeth Rigby. J. B. Lippincott Company, New York. \$5.00.

This story of collecting is not a lesson in how to collect in any one field. It is rather a history of collecting techniques and practices in all fields. Call it, perhaps, a portrait of *The Collector* or a history of collectors and collections for it is a book full of fascinating stories about many people who collected many things in many ages. It is also a repository of information on such things as the collector's relationship to museums, the part played in collection by wars, social change, science, the danger from "wolves" in the "forest of Collectiana." Here, indeed is a fascinating and valuable addition to anybody's library—an aid to collectors, an invitation to non-collectors.

Homemakers Scrap Book.

Greenberg: Publisher, New York. \$2.50.

Here is a scrapbook to end all scrapbooks for the housekeeper. There are the usual sections for recipes plus sections for cleaning, home decoration, and miscellaneous data. There are printed suggestions at the beginning of each section, plenty of loose leaves for your own comments, basic information about the household, and (perhaps, best of all) an envelope for clippings bound in with each division of the book.

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